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Program quality is a high priority in American higher education (Haworth & Conrad, 1997; Schuh & Upcraft, 2000). The drive by both public and private colleges and universities to enhance and evaluate program quality is partially fueled by an ever-increasing public demand for institutional accountability (Duderstadt & Womack, 2003; Suskie, 2006). As a result of this demand, two movements are occurring within American higher education—the movement toward measuring student learning outcomes (SLOs) through outcome-based evaluation (Bogue & Aper, 2000; Schalock, 2001; Welsh & Dey, 2002) and the movement toward greater inclusion of stakeholders in program evaluation (Banta, 2002; Maki, 2004; Miller, 2007).

Prior to 2009, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) required accredited counselor education programs to include stakeholders (e.g., faculty, current students, alumni, employers) in program evaluation (CACREP, 2001). With its revised 2009 standards, CACREP began requiring accredited programs to place greater emphasis on SLOs (Cashwell, 2008; Urofsky, 2008). These practices demonstrate CACREP's commitment to quality assurance in the field of counselor education and to counseling students' growth and development (Conrad, Duren, & Haworth, 1998).

The Engagement Theory of Program Quality (Haworth & Conrad, 1997) highlights many positive SLOs that result from stakeholder involvement in program

evaluation within master's-level graduate programs. As such, Engagement Theory is a potentially useful quality assessment resource for CACREP-accredited programs in their efforts at enhancing and sustaining program quality. The primary purpose of this study was to examine Engagement Theory, which had not been previously tested in counselor education, within the context of CACREP-accredited programs. A total of 481 master's-level counseling students and 63 faculty members representing 68 American colleges and universities participated in the study. Findings revealed that study participants perceived Engagement Theory's 17 attributes of program quality as important indicators of program quality, thus giving validity to Engagement Theory as a potential program evaluation resource with CACREP-accredited counselor education programs. Participants' perceptions of the presence of the attributes varied, indicating that further examination of program quality within CACREP-accredited counselor education programs may be warranted.

TESTING THE ENGAGEMENT THEORY OF PROGRAM QUALITY  
IN CACREP-ACCREDITED COUNSELOR  
EDUCATION PROGRAMS

by

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## CHAPTER I

### INTRODUCTION

The 2009 standards of the Council for Accreditation of Counseling and Related Educational Programs' (CACREP) are evidence of the organization's efforts to keep pace with a quality assurance movement in American higher education that emphasizes the measurement of student learning outcomes (SLOs) through outcome-based evaluation (Bogue & Aper, 2000; Schalock, 2001; Welsh & Dey, 2002). The "transition to outcome-based standards is reflective of ongoing dialogue...between representatives of the higher education and accreditation communities, the federal government, business leaders, and other higher education constituent groups during the recent reauthorization of the Higher Education Act" (Urofsky, 2008, p. 6). Through outcome-based standards (i.e., assessment of SLOs), academic programs such as counselor education programs are required to more thoroughly assess and document what students gain from their programs. More specifically, SLOs indicate students' cognitive and affective growth as a result of their educational experiences (Hernon & Dugan, 2004). Ideally, through continuous systematic program evaluation, which is another new requirement in CACREP's 2009 standards, accredited counselor education programs not only will be able to demonstrate SLOs but also to verify that they as programs are providing quality learning experiences for their students.

Prior to 2009, CACREP already required accredited counselor education programs to include current students, alumni, employers, and other stakeholders in program evaluation efforts (CACREP, 2001). In doing so, CACREP has long been in step with a second movement in American higher education—the movement toward involvement of stakeholders in program evaluation. In today’s academic market, “consumers, change, competition, and cost...assessment, accountability, and action” (Schalock, p. 15) are points of concern. To demonstrate accountability and provide quality assurance, university and program leaders are “expected to collect, format, analyze, and disseminate systematically data on how students, alumni, employers, faculty, and staff perceive the quality and effectiveness of their many programs and services” (Welsh & Dey, 2002, p. 18). Although each stakeholder group is important, students’ opinions, in particular, have become more valuable in the assessment of the quality of their learning experiences (Welsh & Dey). Students know firsthand how their educational experiences impact them professionally and personally. Thus, administrators and educators are wise to include students in both formative and summative program evaluation efforts. Administrators and educators can then better understand how educational practices affect students, make necessary adjustments, and create positive learning environments (Haworth & Conrad, 1997).

The emphasis on SLOs and inclusion of stakeholders indicates the priority of program quality in CACREP-accredited counselor education programs and American higher education in general (Haworth & Conrad, 1997; Schuh & Upcraft, 2000). The drive by both public and private institutions to enhance and evaluate program quality is

partially fueled by an ever-increasing public demand for institutional accountability. Parents and students want justification for rising tuition costs. Employers and consumers want reassurance that graduates are properly qualified for professional service. In addition to the importance of maintaining the public's trust, institutions and programs also prioritize quality because doing so helps them maintain a competitive edge in recruiting students and obtaining financial support from various public and private funding sources.

The current "quality revolution" (Schalock, 2001, p. 1) is not an altogether new phenomenon in higher education. For nearly 100 years, college and university administrators have assessed the quality of research and teaching programs at their institutions using many different assessment methods (Brooks, 2005). Accreditation, program review, and reputational studies (i.e., studies that result in ratings and rankings) are main ways in which leaders have assessed and continue to assess quality in higher education (Barak & Sweeney, 1995; Bogue & Aper, 2000; Brooks, 2005; Eaton, 2001). Other broad categories of quality assessment include measures of faculty scholarly productivity, performance indicators, surveys of students' experiences, informal in-class activities, and SLOs (Brooks, 2005; Huba & Freed, 2000; Suskie, 2006). Many of the more traditional forms of quality assessment (i.e., accreditation, program review, and reputational studies) focus on the qualifications and productivity of faculty, the amount and availability of resources, qualifications and involvement of students, and curriculum requirements (Haworth & Conrad, 1997).

To accomplish their quality improvement efforts, colleges and universities typically use multiple information-gathering methods. For example, in addition to accreditation processes, Belmont University utilizes “demographic and market research, student and faculty and staff surveys, focus groups, academic unit surveys, graduating student measures, and student advisory groups” (Williams, 2004, p. 133). Some universities (e.g., Kent State University, Oakland University) hire outside consulting firms such as Noel-Levitz (2009) to handle their survey needs. Other universities conduct their own surveys using self-designed tools like the *Graduate Student Experience Questionnaire*, used by The University of North Carolina at Greensboro (2009) to survey graduate students’ opinions and needs. Similarly, individual departments and programs conduct formal and informal surveys of faculty, student, alumni, and employer satisfaction.

Effective program evaluation and assessment of SLOs does not end with data collection but leads to necessary changes and improvements based on the resulting data. Several benefits exist for institutions and programs that utilize evaluation data, including increased financial resources, improved training for students, and increased confidence by employers in professional readiness of their employees (Vacc & Charkow, 1999). Although Vacc and Charkow listed these benefits in reference to counselor education programs, their list applies to higher education in general. Among other benefits, effective use of program evaluation and assessment of SLOs: (a) shows commitment to continual and systematic evaluation for the sake of quality assurance, (b) demonstrates achievement of goals, (c) validates the concerns of current faculty and students and

contributes to a positive learning environment, and (d) produces outcomes-based evidence upon which administrators and donors can make important decisions (Haworth & Conrad, 1997; Maki, 2004; Miller, 2007; Suskie, 2006). These and other benefits combined help colleges and universities tell their “quality stories” (Dugan & Hernon, 2006; Seymour, 1993). That is, institutions and programs can use their program evaluation efforts to demonstrate accountability and provide quality assurance to stakeholders.

Despite the fact that pursuit of quality is widespread and beneficial, no universal agreement on a single definition of quality exists in the literature (Conrad, Haworth, & Millar, 1993). Instead, quality, or program quality, is often referenced or defined in regard to specific contexts or to specific stakeholders. For example, one meaning of quality is “adding as much value as possible for enrolled students—transforming every student to the maximum extent possible given his or her talent and preparation” (Zemsky, Wegner, & Massy, 2005, p. 141). Students’ educational experiences are at the center of this definition. At other times, quality is referenced or defined in broader terms such as “the value the institution seeks through efficiency and accountability to advance its relative position in the market” (Hubbell, 2007, p. 5). Hubbell’s definition centers on the institution and its competitiveness in the academic market. These definitions are limited in scope but generally value the advancement of students and institutions.

Haworth and Conrad (1997) recognized the challenges of comprehensively defining program quality. Rather than construct a limited definition, they sought to identify the general attributes or characteristics of high-quality programs as indicated by



administrators, faculty, and students across all fields of master's-level study. Haworth and Conrad focused on master's-level programs because they noted, as has Brooks (2005) since, that most quality assessment studies focused on baccalaureate or doctoral programs but neglected master's programs.

According to Haworth and Conrad (1997), high-quality master's programs are those that “seek and implement input from diverse stakeholders to create enriching learning experiences for students that positively affect their growth and development” (p. 15). This definition opens a wide lens through which to view and evaluate programs. It implies that high-quality programs are assertive in self-evaluation and modification, consider all stakeholders valuable, and ultimately are focused on enhancing students' learning and growth as the primary purpose of higher education.

Beyond defining program quality, Haworth and Conrad's in-depth study of master's-level programs led them to propose the first integrated theory of program quality—the Engagement Theory of Program Quality (Engagement Theory). Engagement Theory consists of 5 clusters of program attributes (Table 1) for a total of 17 attributes that indicate program quality.

Engagement Theory emerged through a national qualitative study of 781 stakeholders affiliated with 47 different master's programs across 11 fields of study (Appendix A). Stakeholders interviewed included institutional administrators, program administrators, faculty, students, alumni, and employers. The interview topics related to “how interviewees experienced their master's program, including its ‘character,’ its

‘quality’ and value, and those attributes they felt contributed most to student and faculty learning” (Conrad, Haworth, & Millar, 1993, p. 36).

**Table 1**

***The Engagement Theory of Program Quality: Five Clusters***

<b>Cluster 1 Diverse and Engaged Participants</b>	<b>Cluster 2 Participatory Cultures</b>	<b>Cluster 3 Interactive Teaching and Learning</b>	<b>Cluster 4 Connected Program Requirements</b>	<b>Cluster 5 Adequate Resources</b>
Diverse and Engaged Faculty	Shared Program Direction	Critical Dialogue	Planned Breadth and Depth of Course Work	Support for Students
Diverse and Engaged Students	Community of Learners	Interactive Learning	Professional Residency	Support for Faculty
Engaged Leaders	Risk-Taking Environments	Mentoring	Tangible Product	Support for Basic Infrastructure
		Cooperative Peer Learning		
		Out-of-Class Activities		

Ultimately, the study resulted in a quality assessment framework through which programs might engage in “an ongoing and dynamic process of study, feedback, modification, and improvement” (Haworth & Conrad, 1997, p. 167).

Engagement Theory and modern-day American higher education both focus on quality assurance, inclusion of stakeholders' feedback, and outcome-based evaluation. Thus, Engagement Theory may hold great potential for use as a program evaluation tool by current master's-level programs. Since its development in the late 1990s, Engagement Theory has been tested at least twice—once with more than 200 master's- and doctoral-level students and faculty within the Department of Educational Administration at the University of Wisconsin-Madison (Mustan, 1998) and once with students and faculty within Master of Education programs in 19 member institutions of the Council of Christian Colleges and Universities (Kornelis, 2004). Participants in both studies agreed that the attributes of high-quality programs as set forth by Engagement Theory were important measures of program quality.

#### Purpose of the Study

Prior to the current study, Engagement Theory had not yet been tested in counselor education. This is not to say that counselor education is unconcerned with quality and program evaluation. Program evaluation in counselor education has been a frequent topic of discussion for the past 20 years (Astramovich & Coker, 2007). Vacc and Charkow (1999), in their review of quality dimensions of counselor education programs, noted that the “maturing” of the profession of counseling has been and will continue to be accomplished through program evaluation. Furthermore, efforts at professionalization (Sweeney, 1995) and the evolution of CACREP as an accrediting body are well-documented. In fact, many would argue that accreditation, itself, is evidence of program

quality (Eaton, 2003) for CACREP-accredited counselor education programs (Haight, 1992).

Like most accreditation processes, CACREP-accreditation requires counselor education programs to include stakeholders in program evaluation efforts but does not necessarily take into account stakeholders' satisfaction with or perceptions of program quality. According to CACREP's 2001 standards, CACREP-accredited programs were required to involve "all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies" (CACREP, 2001, Standard II.B.3) in certain aspects of program evaluation. Although the language was modified in CACREP's 2009 standards (Standards I.AA.-BB.), CACREP still requires participation by stakeholders in program evaluation efforts and still does not stipulate specifically how counselor education programs should include these stakeholders in program evaluation. Thus, accredited counselor education programs involve stakeholders but may not know if stakeholders are satisfied or perceive programs to be of high quality. Counselor education programs would have this information only if they specifically sought it through various types of self-directed quality assessment activities.

Considering the existing quality assurance movements in American higher education, many counselor education programs already may include students in quality assurance assessments. Many other counselor education programs may join this movement in coming years as demands for public accountability and competition for funding become even more prevalent. Already, alumni of CACREP-accredited programs

participate in follow-up studies regarding their perceptions and evaluations of their programs (CACREP, 2009). However, no such requirement exists for surveying current students' satisfaction or perception of program quality within their CACREP-accredited programs. CACREP only requires that current students have an opportunity to assess their professors' performances through end-of-course evaluations. This information is useful but does not tap into students' perspectives on a wider scale to more fully understand their program experiences (Conrad, Duren, & Haworth, 1998). Here again, unless programs take it upon themselves to ask current students about program quality, the programs cannot benefit from the insight that students possess.

CACREP may not yet require accredited counselor education programs to survey current students about program quality, but CACREP is following the other modern-day trend of outcome-based evaluation in American higher education. Beginning with the 2009 standards, which became effective July 2009, new emphasis is given to outcome-based evaluation. As a result, CACREP-accredited programs will increasingly focus on SLOs and how well they as programs are achieving their goals and producing competent counseling professionals. Surveying current students will become an even more important source of information as administrators and faculty engage in continuous, systematic program evaluation.

In response to the quality assurance trends in American higher education, CACREP-accredited counselor education programs may be well-served to utilize Engagement Theory as a framework for assessing and improving program quality. Although no previous literature exists to connect CACREP and Engagement Theory, the

main tenets of Engagement Theory parallel CACREP's emphasis on program quality. One example of this parallel is that both Engagement Theory and CACREP's standards emphasize engaged and supported stakeholders. Another example is that they both encourage ongoing program assessment and improvement. A third example is that both avoid comparison between programs but recognize that individual programs may vary in how they seek to uniquely accomplish their mission, goals, and objectives while still producing high-quality results.

Despite their similarities, no research exists in the counseling or counselor education literature to validate Engagement Theory as a measure of program quality in counselor education programs. Because CACREP and the counseling profession hold program quality as a high value, investigating Engagement Theory could prove useful as a potential means of further enhancing program quality within counselor education programs. Use of Engagement Theory also may enable counselor education program chairpersons and educators to gain new insight into students' perceptions and new ideas for improving students' learning experiences. Additionally, such an investigation could help advance Engagement Theory as a resource within American higher education.

#### Statement of the Problem

Program quality is a high priority within American higher education. The growing emphasis on enhancing and evaluating program quality "has led to a deluge of national reports, college and university rankings, strategies for continuous quality improvement, and institutional initiatives targeted at strengthening undergraduate and graduate education in this country" (Haworth & Conrad, 1997, p. xi). Although the literature is

replete with discussion about program quality, no universally agreed-upon definition of program quality exists. Some authors wisely avoid arguing for any one theoretical definition but, instead, note that “the merits of a definition will depend on its purpose, audience, and other contextual factors” (Brooks, 2005, p. 3).

Of several more traditional approaches to quality assurance, accreditation is the “oldest and best-known seal of collegiate quality” (Bogue & Aper, 2000, p. 91). Obtaining accreditation signifies that a program meets quality assurance standards established within its respective profession and presumes that it is, therefore, capable of training competent professionals. CACREP, which is the premier accrediting body for counselor education programs, is the recognized standard of quality in the field of counselor education. CACREP-accredited counselor education programs participate in continuous systematic program evaluation for the purposes of maintaining professional excellence. Thus, program evaluation is not only something counselor education programs are required to teach their students; program evaluation is something counselor education programs are required to perform throughout the accreditation cycle.

Although CACREP holds accredited programs to high standards, it allows some flexibility in how individual programs seek to uniquely accomplish their mission, goals, and objectives. Thus, accreditation signifies at least a threshold level of quality, but programs may vary widely, while still meeting CACREP’s standards, in how they enhance and evaluate program quality. This variance, along with the variance in definitions of program quality, does not detract from any CACREP-accredited counselor education program’s management of program quality. However, a study of accredited

counselor education programs' approach to enhancing and evaluating program quality may open useful dialogue around the topic of program quality, contribute to best practices in the area of program quality, and, ultimately, improve the SLOs of counselor trainees.

Because of the variance in definitions and practices in the area of program quality, a framework for understanding program quality is needed. Engagement Theory provides such a framework. Engagement Theory defines high-quality programs as those that “seek and implement input from diverse stakeholders to create enriching learning experiences for students that positively affect their growth and development” (Haworth & Conrad, 1997, p. 15). CACREP-accredited programs are required to involve their various stakeholders in certain aspects of program evaluation. CACREP-accredited programs also are concerned with cultivating programs of excellence that contribute to the professional and personal growth of counseling students. In these and other ways, CACREP-accredited programs are in line with Engagement Theory's definition of program quality. What is less clear is whether or not students and faculty in CACREP-accredited programs agree with Engagement Theory's 17 attributes of program quality. By applying Engagement Theory to CACREP-accredited programs, this study will also serve as an additional test of Engagement Theory, which has to date only been tested in two other contexts.

In summary, results of this study will potentially inform and improve program evaluation practices across CACREP-accredited programs. A second goal of this study was to determine whether or not current master's-level students and faculty in CACREP-



accredited programs perceive their programs to be high-quality programs as defined by Engagement Theory. The theory has not previously been tested in counselor education programs. Thus, the current study may serve to advance or dispel the theory as it pertains to master's-level, CACREP-accredited counselor education programs. This study also adds to the overall literature on program quality in American higher education and counselor education.

### Research Questions

In light of the goals identified above, this study was guided by the following research questions:

1. How important are Engagement Theory's attributes of program quality as indicators of program quality?
2. Are students and faculty similar in how they rate the attributes as important indicators of program quality?
3. Are the attributes present within CACREP-accredited counselor education programs?
4. Are students and faculty similar in how they rate the presence of the attributes within their programs?
5. Are students' and faculty members' program expectations met, as evidenced by the difference between their importance and presence ratings of the attributes?
6. How satisfied are students with the quality of their program?
7. To what extent can students' satisfaction with program quality be predicted by the differences between their importance and presence ratings of the attributes?

## Need for the Study

Many programs within American higher education are concerned with program quality. High-quality programs maintain the public's trust, attract talented faculty and students, acquire needed funding, and enjoy favorable reputations as leaders within their fields.

Accreditation is in itself a recognized "seal of approval" of program quality. However, definitions of quality and efforts at program evaluation vary widely among programs. This is also true of CACREP-accredited counselor education programs. These programs are required to participate in continuous systematic program evaluation, yet CACREP allows some flexibility in how programs evaluate themselves. Thus, although current students and faculty evaluate certain program-related activities, programs may differ greatly in the degree to which they seek current students' and faculty's input. That is, some programs may only obtain a minimal amount of input, whereas others may be more assertive or more innovative in their approaches to program evaluation and program quality. Either way, accredited counselor education programs benefit from using innovative resources with which to assess and improve program quality.

A primary goal of this study was to test Engagement Theory, which had not yet been tested in counselor education. This comprehensive theory provides a framework through which to study program quality. It also shares CACREP's emphasis on student learning outcomes and the importance of gathering input from diverse stakeholders to create high-quality and successful learning experiences for students. As such, Engagement Theory is a potentially useful resource for program evaluation within

CACREP-accredited counselor education programs and warrants investigation in this field. Study results, therefore, not only advance the topic of program quality in the counselor education literature but also in the broader higher education literature.

Beyond contributing to the literature, study results will contribute to dialogue and best practices regarding program quality in the field of counselor education. Study results provide information about current master's-level students and faculty's perceptions about program quality and should be useful to CACREP, academic administrators, and counselor educators who seek to cultivate a "culture of quality" (Eaton, 2003, p. 1) within counselor education programs. Ultimately, any efforts at enhancing and evaluating program quality should help better prepare graduates to enter the counseling profession.

#### Definition of Terms

*Accountability* is "the public presentation and communication of evidence about performance in relation to goals" (Business-Higher Education Forum, 2004, p. 9).

*Assessment* is "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999, p. 4).

*CACREP-accredited programs* are those programs that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

*Current master's-level students* are students who are currently enrolled, either part-time or full-time, in any specialty track of master's-level, CACREP-accredited counselor education programs.

*Engagement Theory of Program Quality* is the theory of program quality that was researched and authored by Jennifer G. Haworth and Clifton F. Conrad.

*Faculty*, for the purposes of this study, are full-time/permanent professors and full-time/non-permanent faculty who teach and/or supervise master's-level students within CACREP-accredited counselor education programs.

*High-quality programs* are graduate programs that, broadly defined, “from the perspectives of diverse stakeholders, contribute to enriching learning experiences for students that positively affect their growth and development” (Haworth & Conrad, 1997, p. 15).

*Outcomes* are “personal or organizational changes or benefits that follow as a result or consequence of some activity, intervention, or service. Some outcomes relate to the organization and some to the person. Outcomes can be short, intermediate, or long term” (Schalock, 2001, p. 7). This study was concerned particularly with student learning outcomes (SLOs) but also more generally discussed outcomes in relation to academic programs, colleges and universities, and stakeholders of those programs and institutions.

*Program expectation* is the difference between students' and faculty members' respective importance and presence ratings when completing the *Survey of Program Quality Attributes* (Mustan, 1998). It is assumed that students' and faculty members' program expectations are met when what they perceive as important also is what they expect to be present.

*Quality assurance* refers to “efforts to provide stakeholders with validation that higher education manages and seeks to improve the quality of the educational experience” (Hernon, 2004, p. 248).

*Stakeholders*, in relation to higher education, include prospective and enrolled students; parents of prospective and enrolled students; the higher education community (e.g., faculty, administrators, staff); accrediting agencies; federal and state governments; the business community; education associations; mass media; taxpayers; and, private donors (Dugan, 2006; Miller, 2007).

### Brief Overview

This study is presented in five chapters. This first chapter introduced two quality assurance trends in American higher education (i.e., emphasis on student learning outcomes and inclusion of stakeholders in program evaluation) as well as the Engagement Theory of Program Quality. The purpose of the study, statement of the problem, need for the study, and definitions of key terms also are presented within the introductory chapter. The second chapter presents a review of the literature related to program quality within CACREP-accredited counselor education programs and in American higher education in general. Engagement Theory also is explained in detail in Chapter II. The third chapter describes the methodology utilized in this study, including participants, sampling method, instruments, and data analyses. Chapter IV explains the results of data analyses for each research question in waves 1 and 2 of the study. Finally, the fifth chapter includes a study summary and discussion of conclusions drawn based on study results, as well as study limitations. Also included in Chapter V are

recommendations for future research and implications for higher education and counselor education.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Program Evaluation and Quality Assurance in Counselor Education

Program evaluation and quality assurance benefit counselor education programs in at least three ways. First, these practices increase respect for and credibility of the counseling profession (Vacc & Charkow, 1999). They also are crucial in securing financial support for the continuation and improvement of counselor education programs, which is challenging given the changing economic climate in American higher education (Blumenstyk, 2009; Osborne & House, 1995; Wellman, Desrochers, Lenihan, Kirshstein, Hurlburt, & Honegger, 2009). In addition, program evaluation and quality assurance help create quality counselor education programs that positively enhance students' personal and professional growth and development (Conrad, Duren, & Haworth, 1998). This is important because counseling students seek quality programs that they believe can best prepare them for careers as professional counselors (Hazler & Kottler, 2005).

The century-old counseling profession has long recognized the value of program evaluation and quality assurance. Accreditation is proof of this recognition. In fact, having formal accreditation procedures and established standards to ensure program quality is one criterion for becoming a discipline or profession (Matarazzo, 1977; Schweiger, Henderson, & Clawson, 2008). Counselor educators and counseling

professionals discussed training standards as early as the 1940s and began formal efforts at developing and implementing standards in the 1950s and 1960s. These activities ultimately gave rise to the Council for Accreditation of Counseling and Related Educational Programs (CACREP; Sweeney, 1995).

CACREP, the accrediting body of the American Counseling Association (ACA), was incorporated in 1981. ACA created this independent council “to develop, implement, and maintain standards of preparation for the counseling profession’s graduate-level degree programs” (CACREP, 2001, p. 15). The Council for Higher Education Accreditation identifies CACREP as a nationally recognized accrediting agency. CACREP is also a member of the Association for Specialized and Professional Accreditors, which further guides CACREP’s efforts to ensure quality in accredited counselor education programs. Furthermore, CACREP is the premier accrediting body for counselor education programs, and accreditation through CACREP signifies attainment of quality in the field of counselor education (Haight, 1992).

At the time this study was launched, 221 institutions offer CACREP-accredited programs. The CACREP scope of accreditation includes 10 specialty areas, or tracks, in master’s-level counselor education programs (Table 2). CACREP also accredits doctoral-level counselor education programs ( $n = 53$  at the time the study was launched).

Institutions may seek accreditation for one or multiple specialty areas. The accreditation process begins when an institution’s counselor education department conducts a self-study, which is a comprehensive program evaluation to verify that it meets CACREP’s standards. A department submits an application and self-study report to



CACREP. CACREP then does an initial review of these materials and determines whether or not to conduct an on-site visit. Trained teams of counselor educators and professional counselors conduct the site-visits. While on campus, they interview current students, program graduates, practicum and internship supervisors, faculty, and institution administrators. Site-visit teams also survey the facilities and other program resources. These efforts help to ensure that the department's self-study report is an accurate representation of the counselor education department. Following their visit, team

**Table 2**

***CACREP Specialties and Number of Accredited Programs***

<b>Specialties</b>	<b>Number of Programs</b>
Community Counseling	156
College Counseling	17
Career Counseling	9
Gerontological Counseling	2
Marital, Couple, and Family Counseling/Therapy	33
Mental Health Counseling	56
Student Affairs	16
Student Affairs Practice in Higher Education—College Counseling Emphasis	5
Student Affairs Practice in Higher Education—Professional Practice	1
School Counseling	189

Note. At the time this study was launched (spring 2009), the list provided in Table 2 was accurate. However, as of July 2009, the specialties/tracks changed as follows: the Gerontological Counseling specialty was deleted, an Addictions Counseling specialty was added, the Community Counseling and the Mental Health Counseling specialties were merged into one specialty area, and the College Counseling and Student Affairs specialty areas were merged into one specialty area.

members prepare an official report regarding the state of the department. Ultimately, the CACREP Board of Directors reviews all documentation and renders a decision as to whether or not a counselor education program is worthy of accreditation based on CACREP's standards. Accredited programs are granted accredited status for eight years at which time programs must have reapplied and received renewed accreditation to maintain continuous CACREP-accreditation for their programs.

The organization's 2009 standards revisions are the fourth set of major revisions in its 28-year history. As in its previous iterations, CACREP's 2009 standards reflect the accrediting agency's commitment to assuring quality in counselor education programs. One way in which the new standards promote quality is through an emphasis on student learning outcomes (SLOs), which is a "clear trend in higher education accreditation" (Cashwell, 2008, p. 2). SLOs (also referred to in the literature as outcome-based standards) are "concerned with attributes and abilities, both cognitive and affective, which reflect how students' experiences at the institution supported their development as individuals" (Hernon & Dugan, 2004, p. 313).

In moving to outcome-based standards, CACREP joined an "ongoing dialogue...between representatives of the higher education and accreditation communities, the federal government, business leaders, and other higher education constituent groups during the recent reauthorization of the Higher Education Act" (Urofsky, 2008, p. 6). This dialogue comes in response to the public's call for higher education institutions to demonstrate accountability by offering proof that student learning is actually occurring. As part of CACREP's 2009 standards, accredited

counselor education programs are required to more thoroughly assess and document what students gain from their programs. SLOs are measured, in part, through continuous systematic program evaluation, which is another new requirement in CACREP's 2009 standards.

### Definitions of Quality in Higher Education

CACREP-accredited counselor education programs are not alone in their desire to improve quality and effectively achieve intended outcomes; these two goals are highly valued by most public and private colleges and universities in American higher education (Baker, 2004). Although many institutions' and programs' mission statements reference or otherwise emphasize the pursuit of quality, definitions of quality typically vary depending on the purposes and contexts of individual institutions and programs. No universally agreed-upon definition of quality exists in the literature (Brooks, 2005; Conrad, Haworth, & Millar, 1993). Instead, the higher education literature includes general references to quality along with traditional and contemporary views, or conceptualizations, of quality that typically describe attributes of quality more than actually define the construct.

General references of quality reflect a "more is better" philosophy (Rush, 1995) and include references to institutional or program rankings, institutional endowments, scholarly faculty, and quality of incoming students (Zemsky, Wenger, & Massy, 2005); small classes, qualified faculty, strong student services, and extent of campus and program resources (e.g., library holdings, recreational and educational facilities) (Berquist, 1995); and, graduation rates and employability of graduates (Rhodes, 2001).

More generally, some descriptions of quality in higher education merely reference faculty quality, teaching quality, research quality, and student quality (Rush, 1995) but do not necessarily elaborate on the full meaning of each. In some cases, simply “doing a good job” is referred to by some as a sign of quality (Vacc & Charkow, 1999).

Traditional views of quality tend to depict quality as defined prior to the 1980s. These views of program quality are a bit more specific than general references yet simpler than contemporary definitions of quality. In essence, traditional conceptualizations of quality were often mission-driven and based on institutions’ reputations and resources (Baker, 2004), meaning faculty research, student and alumni success, and institutional wealth were hallmarks of quality. As a rule, colleges and universities were not monitored as closely by the public as they are today and were, therefore, free to define and measure quality internally as they deemed fit (Zemsky, Wegner, & Massy, 2005). This often meant that few other stakeholders were involved in quality-related decision-making; only insiders, or administrators and faculty, judged the quality of their programs (Ruben 1995). Without opportunity or perceived reason to scrutinize further, the public simply believed colleges and universities were high-quality institutions.

Since the mid-to-late 1980s, the definition of quality in American higher education has become more complex and multifaceted (Miller, 2007). In response to increasing competition for funding and greater calls for public accountability, administrators and program leaders in American higher education began borrowing quality improvement ideas from the successful business concept of Total Quality

Management ([TQM], Sherr & Lozier, 1991). Following TQM principles, institution administrators and program leaders create clear and purposeful mission statements, intentionally assess how effectively they are accomplishing their missions, invite and actively listen to stakeholders' input to determine necessary changes, and strategically transform their institutions and programs based on their mission statements, evaluation data, and stakeholder input (Hubbell, 2007; Spangehl, 2004). These efforts ideally build upon and enhance traditional components of quality (i.e., reputable faculty, successful students, adequate resources). However, cotemporary approaches to and definitions of quality also emphasize the value of students, parents, employers, and other external constituency groups as important stakeholders. These stakeholders' needs, expectations, values, and satisfaction/dissatisfaction are influential factors in institutional and program planning and delivery of curriculum and services (Ruben, 1995a).

Conrad, Haworth, and Millar (1993) conducted a qualitative study of stakeholders of master's degree programs in America to more clearly understand how their stakeholders defined program quality. The 781 study participants included current students, alumni, faculty, employers, and institutional and program administrators from both public and private colleges and universities. The study generated the Engagement Theory of Program Quality, which will be discussed in detail later in this chapter. Although the theory can be applied to undergraduate and doctoral programs, it specifically defines high-quality master's programs as those that "seek and implement input from diverse stakeholders to create enriching learning experiences for students that positively affect their growth and development" (Haworth & Conrad, 1997, p. 15). This

definition encompasses many of the aforementioned contemporary definitions of quality while simultaneously reflecting the importance of the learning process. A skilled and reputable faculty is an integral component of high-quality master's programs, just the same as in undergraduate and doctoral programs. However, in modern-day higher education, diverse talents and learning styles are respected, and student-centered teaching is valued (Huba & Freed, 2000). Diverse and engaged administrators and faculty who genuinely care for students, together with diverse and engaged students, cultivate quality learning environments (Berquist, 1995; Bogue & Aper, 2000; Haworth & Conrad, 1997). Another of many positive outcomes is that graduates of these programs become effective, self-motivated professionals (Rhodes, 2001; Haworth & Conrad, 1997) because of their high-quality learning experiences.

Embedded within Haworth and Conrad's (1997) definition of quality are components of traditional definitions of quality, yet their definition also reflects contemporary definitions of quality in its focus on students' growth and development and stakeholders' input. This blend of mission-driven and customer-driven approaches to defining, assessing, and improving quality is needed to fully understand and advance quality in American higher education (Ruben, 1995a).

### Methods of Evaluating Quality in Higher Education

Administrators and program leaders at both public and private colleges and universities have assessed the quality of research and teaching at their institutions for more than a century (Brooks, 2005). Accreditation, program review, and reputational studies (i.e., studies that result in ratings and rankings) are main ways in which leaders

have assessed and continue to assess quality in higher education (Barak & Sweeney, 1995; Bogue & Aper, 2000; Brooks, 2005; Eaton, 2001). Other broad categories of quality assessment include measures of faculty scholarly productivity, performance indicators, surveys of students' experiences, informal in-class activities, and student learning outcomes (Brooks, 2005; Huba & Freed, 2000; Suskie, 2006). Although these forms of quality assessment are commonly used, some of these measures are criticized in the literature, typically for various methodological limitations (e.g., Baker, 2006; Bogue & Aper, 2000; Brooks, 2005; Haworth & Conrad, 1997; Machung, 1998; Stuart, 1995). Inclusion of these criticisms is outside the scope of the following review of methods of evaluating quality in higher education. Instead, this review provides descriptions, historical background, and examples of selected quality assessment methods.

### *Accreditation*

Accreditation has existed since the early 1900s and is considered the oldest and best known seal of quality (Baker, 2004; Bogue & Aper, 2000; Sims, 1992).

Accreditation has been defined as “a stamp of approval given to an educational institution or program that attests to its quality when measured against accepted standards or criteria” (Coffey & Millsaps, 2004, p. 3). The United States Department of Education recognizes eight regional accrediting organizations as responsible for the accreditation of higher education institutions in their regions. For example, the Southern Association of Colleges and Schools (SACS) is responsible for accrediting The University of North Carolina at Greensboro because the school is located in one of the 11 states for which SACS provides accreditation. The Council of Higher Education Accreditation (CHEA)

monitors SACS and the other seven regional accrediting organizations in America. CHEA also recognizes and monitors program-level, or specialized, accreditation organizations such as CACREP, which, as previously discussed, accredits counselor education programs in the United States.

At institution and program levels, accreditation involves similar review processes as those described earlier for CACREP-accredited counselor education programs. Once accredited, institutions and programs retain accreditation for a certain number of years. For example, CACREP-accredited programs retain accreditation for an eight-year period before having to repeat a self-study and reapply for accreditation. Earning accreditation means that institutions and programs successfully meet an accrediting organization's standards. Although they vary depending on the type of accreditation being sought, standards are designed and agreed upon by a broad range of institutional and program leaders and various other leaders in professional fields. Thus, standards are peer- and publicly-accepted criteria for demonstrating quality and effectiveness (Baker, 2004; Hazler & Kottler, 2005). Achieving and maintaining accreditation is a voluntary act on the part of institutions and programs that indicates their commitment to meeting the highest standards for providing quality learning experiences and preparing high-quality graduates for professional work and leadership roles.

#### *Program Review*

A second common method of quality assessment in higher education, and one similar to accreditation, is program review. Program reviews are comprehensive evaluations of academic departments, programs, and administrative operations. Like



accreditation processes, program reviews are “designed to both demonstrate accountability and to foster quality improvement” (Suskie, 2006, p. 25). A quick Internet search further reveals the uses of program reviews and how widespread their use is in American colleges and universities. For example, The University of Arizona (UA) uses program review to assess the quality of educational programs, research and scholarly activity, outreach to the local and professional communities, involvement with other university programs, and future program plans (UA, 2009). At California Polytechnic State University (CPSU), program reviews are conducted to identify and know best how to build upon program strengths. This process involves examining programs’ missions and goals, curricula, student outcomes, faculty diversity and overall contributions to the program, and quality of facility and educational resources (CPSU, 2009). Administrative departments and programs also undergo program review. For example, since 2006, Boston College (BC) has charged its managers and their employees’ with the task of continually assessing and improving operations within their departments (BC, 2009).

At UA, CPSU, BC, and most higher education institutions in America, administrators and departmental leaders initiate and conduct program reviews in multi-year cycles. For example, Florida International University (2009) re-evaluates programs every five years. Like accreditation, program review includes a self-study conducted by program faculty and staff, a visit by one or more external consultants, and follow-up recommendations for improvement generated through the self-study and consultant. Unlike accreditation, program review is primarily an internal evaluation process to ensure consistency of quality and adherence to institutional mission within a college or

university. Results of program review help determine a program's future priorities and shape its budgetary and strategic development plan.

### *Reputational Studies*

Another common method for assessing institutional and program quality is through reputational studies (Brooks, 2005; Stuart, 1995). The first of these studies was conducted in the mid-1920s when the president of Miami University of Ohio surveyed scholars in 20 fields to determine the top Ph.D.-granting institutions in existence at the time. He followed up in 1934 with a study ranking the reputations of graduate departments at several different universities. Both these and similar studies were limited in scope, surveyed only doctoral programs, and were meant to aid internal decision-making by institutional administrators. By the early 1960s, however, researchers had begun conducting broader, more systematic studies of university reputation. Here again, the studies centered largely on the reputation of the doctoral faculty and success of program graduates, but more recent reputational studies have also included measures of “program and library size, graduate characteristics, research support, ....student-faculty ratios, number of programs, and faculty publication and awards” (Brooks, 2005).

Earlier reputation-based studies led to the rank-ordering of institutions and doctoral programs, but these rankings typically were viewed only by administrators and researchers. A broader public audience was introduced to such rankings in 1983 when *U.S. News and World Report* began publishing rankings of undergraduate institutions and programs. Since then, the publication's popularity among parents and students searching for the best colleges has turned it into an annual, multi-million dollar endeavor

(Machung, 1998) that features rankings of more than 1,400 colleges and 12,000 graduate programs (*U.S. News & World Report*, 2008), including master's- and doctoral-level programs. These rankings are based on seven categories of data: "assessment by administrators at peer institutions, retention of students, faculty resources, student selectivity, financial resources, alumni giving, and...graduation rate performance [the difference between the proportion of students expected to graduate and the proportion who actually do]" (Morse & Flanigan, 2008, p. 2). Researchers gain this information by surveying university presidents, provosts, and deans of admissions. They also gather publicly-available statistical information through universities and governmental agencies to calculate the rankings.

Recognizing that parents and students rely on these rankings when applying to colleges and universities, institutions in higher education attempt to position themselves so that they receive favorable rankings (Sperber, 2005). Competition for graduate students also is at stake because high-ranking graduate programs use their rankings to further advertise the credibility and quality of their programs. Despite its popularity, *U.S. News and World Report* and other popular publications (e.g., *Princeton Review*, *Money Magazine*) that rate and rank colleges and universities have their critics. Although the scope of this literature review does not allow for a full review of the criticisms of reputational assessments of quality, interested readers should refer to Brooks (2005), McGuire (1995), and Machung (1998). These authors discuss at length methodology-related issues such as rater subjectivity; assessing a program's reputation apart from its institution's reputation; and validity and reliability of reputational rankings.

### *Faculty Research Productivity*

Accreditation, program review, and reputational assessments of quality all include consideration of some aspect of faculty research productivity, since this is one factor that signifies faculty quality. In addition, faculty research productivity also is considered a stand-alone category of institutional and program quality (Brooks, 2005). In some cases, research productivity is represented by amount of grant monies awarded to faculty; in other cases, it is based on the number of awards and honors received. More often, faculty productivity is represented by the number of scholarly journal publications by faculty or the number of times that their works are cited by other authors of scholarly journals. Much like *U.S. News and World Report* provides institutional and program rankings information to the public, publication and citation databases with information from thousands of journals is distributed commercially by the Institute for Scientific Information. In an effort to combine each of these factors—grant funding, awards and honors, journal publication, and citations—a company called Academic Analytics, in conjunction with the State University of New York at Stony Brook, produces the Faculty Scholarly Productivity Index (Wasley, 2007). This index ranks doctoral programs based on annual scholarly accomplishments by faculty.

### *Performance Indicators*

A fifth category of quality assessment in higher education consists of performance indicators, or quantitative measures of various aspects of institutional efficiency and success (Borden & Bottrill, 1994). Although a wide range of performance indicators exists, more common among them are “student retention and graduation rates, job

placement rates, racial/ethnic enrollment breakdowns, dollar value of sponsored research grants, licensure and certification examination pass rates, . . . student/faculty ratios, and, average credit enrollments per full-time equivalent faculty” (Suskie, 2006, p. 27).

Performance indicators provide a “bottom line” of sorts and allow stakeholders a quick snapshot of quality in terms of whether or not their institutions and programs are meeting important institutional and programmatic goals. More specifically, these measures often pertain to financial and enrollment goals.

### *Surveys*

The next category of quality assessment under review—surveys—focuses less on quality from the perspective of the institution or program and more on students’ personal experiences on their campuses and in their programs, as this, too, is important assessment information (Nesheim, Guentzel, Gansemer-Topf, Ross, & Turrentine, 2006). Many colleges and universities utilize their own self-designed surveys for the purpose of polling their students’ interests and opinions. Likewise, hundreds of public and private institutions like Mississippi State University and Winthrop University hire outside consulting firms such as Noel-Levitz (2009) to handle their student survey needs. In existence since 1984, Noel-Levitz provides their client colleges and universities with results from customized online surveys of their undergraduate and graduate students. Noel-Levitz’ surveys contain numerous questions related to students’ satisfaction with campus and departmental climate, faculty and staff helpfulness, student services, and financial aid (Noel-Levitz, 2009). Colleges and universities can then use this information

to better understand students' needs and make appropriate changes based on their feedback.

In addition to surveying current students, colleges and universities conduct exit surveys with graduating students, follow-up studies with alumni, and studies of employers of graduates. In fact, accrediting organizations like CACREP require accredited programs to conduct follow-up surveys with program alumni and their employers (CACREP, 2009). Online surveys, individual interviews, and focus groups are other popular methods of obtaining information from various stakeholders. Here again, these data are used to improve institution and program quality on all levels.

#### *Informal In-Class Activities*

Surveys and follow-up studies can be used as formative evaluation tools to gather data at the end of an event or process or as summative evaluation tools to gather data during an event or experience (Fitzpatrick, Sanders, & Worthen, 2004). However, a seventh category of quality assessment—informal in-class activities—emphasizes the value of formative evaluation in aiding faculty in creating quality learning experiences for their students (Huba & Freed, 2000). Most institutions allow students the opportunity to complete end-of-the-semester teaching evaluations, but the timing of this data-collection only allows faculty to make curriculum and teaching changes for future students. Through more frequent data-collection, faculty can make timely changes and positively impact the quality of their current students' learning experiences.

Many tools exist to assist professors in gathering frequent, formative feedback from students (Angelo & Cross, 1993; Huba & Freed, 2000; Lang, 2007). One such tool

is the minute paper (Angelo & Cross, 1993). To implement this method of data collection, professors leave a few minutes at the end of a class to allow students to answer a couple questions. Those questions are typically about what students learned during a particular class session and what questions they have that still need addressing. Students spend roughly a minute in class writing their answers and then turn those in to their professor. Faculty may use this information to evaluate a single class session, the entire unit, or the overall course. Ideally, they make necessary changes in content and content-delivery so that the quality of students' learning experiences is improved.

#### *Student Learning Outcomes*

An eighth category of quality assessment in higher education focuses on measuring student learning outcomes (SLOs), which are simply what college and university students actually learn in their programs of study. SLOs encompass both cognitive and affective attributes and abilities and “reflect how students’ experiences at the institution supported their development as individuals” (Hernon & Dugan, 2004, p. 313). Cognitive learning outcomes include achievement of general educational goals, development of critical thinking skills, acquired competence in the major, and improved professional skills (Erwin & Wise, 2002). Affective attributes and abilities include the development of “maturity, personal growth, interpersonal relationship skills, independence, identity and self-concept, and curiosity” (Miller, 2007, p. 76).

SLOs are primarily determined based on the standards set forth by institution and program accreditation organizations. However, SLOs also may vary according to the missions and goals specific to individual institutions and programs. Because of the

diversity of America's colleges and universities, accrediting organizations do not dictate specifically how SLOs should be measured. Instead, organizations like CACREP allow programs some flexibility in how they go about meeting learning objectives as long as they ultimately adhere to accreditation standards. Whatever assessment measures they choose, institutions tend to use a model similar to that used at Virginia Polytechnic Institute and State University, where the assessment process involves three basic steps: "identifying and articulating student learning outcomes; gathering and analyzing information about how well students are achieving those outcomes [if not, then why]; and, using that information for program improvement" (Myers, 2008, p. 3).

### *Summary*

Quality in higher education is evaluated using a variety of processes and measures, including accreditation, program reviews, reputational studies (i.e., ratings and rankings), faculty scholarly productivity, performance indicators, surveys of students' experiences, informal in-class activities, and SLOs. Colleges and universities typically use an assortment of evaluation methods to aid their quality improvement efforts (Hernon & Dugan, 2004). For example, among the assessment methods Belmont University utilizes are "demographic and market research, student and faculty and staff surveys, focus groups, academic unit surveys, graduating student measures, and student advisory groups" (Williams, 2004, p. 133). Using a variety of methods and seeking input from diverse stakeholders increases the likelihood that institutions and programs gain a more comprehensive understanding of quality.



## History of the Quality Movement in Higher Education

Despite variance in their definitions of quality and methods of quality assessment, colleges and universities have always valued excellence (Ruben, 1995b). Specifically, the current quality movement, or “quality revolution” (Schalock, 2001, p. 2) with its emphasis on program evaluation and public accountability, has historical roots beginning in the late 1940s and continuing through the 1980s (Huba & Freed, 2000).

In 1944, with World War II coming to a close, the United States federal government passed the G.I. Bill (officially named the Servicemen’s Readjustment Act), which provided American war veterans with financial assistance to obtain a post-secondary education. Enrollment increases paved the way for rapid growth of American colleges and universities through the 1950s. Growth continued as the government channeled major funding into higher education during the late 1950s and 1960s in response to fears that America was falling behind Russia in the areas of technological advancement and global security. Among other things, this funding increased the availability of student loans, scholarships, and grants to assist low-income students in pursuing and completing college degrees. This resulted in an enrollment boom of three million to eight million students enrolled nationwide during the 1960s (Budd, 2005).

Financial support from the government was less certain for American colleges and universities in the 1970s. Rising costs and inflation affected all aspects of society, and leaders at all levels of government were faced with the challenge of stretching their budgets not only to meet educational needs but also other societal needs such as welfare, healthcare, highway development and maintenance, and crime prevention. In light of the

budgetary considerations, politicians and the general public began to question the value of a college degree and whether higher education was adequately equipping students for the workplace.

Thus, in the wake of a 1960s enrollment boom, the country wondered in the 1970s to what extent it should continue to publicly fund higher education through state and federal taxes. By the mid-1980s, this debate led to general scrutiny by policymakers and calls for reform in education at all levels, including higher education (Ewell, 1991). National investigations of higher education were initiated, and resulting reports recommended that, to justify their use of resources and validate their financial need, colleges and universities should become more learner-centered (Huba & Freed, 2000) and better able to assess and successfully document evidence of student learning (Dugan, 2006). In doing so, colleges and universities would be demonstrating accountability and quality assurance to their stakeholders—an imperative that was reiterated as recently as 2006 by the Spellings Commission in its report on the future of American higher education (U.S. Department of Education).

Although accrediting agencies like CACREP have gradually implemented SLOs into their accreditation standards (Dugan, 2006; Urofsky, 2008) and institutions and programs utilize various program evaluation and quality assurance methods, the calls for greater accountability and quality assurance by both public and private colleges and universities have continued since the 1980s (Duderstadt & Womack, 2003; Suskie, 2006). At least two factors explain this continued concern by stakeholders, and these reasons are similar to those that fueled the earliest calls for accountability and quality assurance in

the 1980s. First, enrollment in American colleges and universities is higher now than it has ever been. According to the U.S. Department of Education, the combined total enrollment for public and private, 4-year, degree-granting institutions in the fall of 2005 was 10,999,420. The number of degrees conferred in the 2005-2006 school year was as follows: 1,485,242 bachelor's degrees, 594,065 master's degrees, and 56,067 doctorates (National Center for Education Statistics, 2007). These numbers consist of both traditional college-aged and adult, non-traditional students who are attempting to stay employable in an ever-changing job market. For them and future generations of Americans, a college education is "no longer an optional indulgence but a necessity for economic well-being" (Suskie, 2006, p. 15). Thus, their financial futures are affected, in part, by the quality of the institutions and programs in which they train.

A second reason for continued calls for public accountability and quality assurance is that tuition costs continue rising faster than the cost of living. Although many factors contribute to this phenomenon, increased institutional operational costs and decreased government funding are primarily to blame. To offset decreases in government funding and maintain a competitive edge among their peer institutions, public colleges and universities have increased their internal financial aid to students (Rhodes, 2001). Private institutions are not supported through public taxes but, like public institutions, have increased their internal financial aid (Block, 2008). Although providing this aid remedies the problems of affordability and access at public and private institutions, it further contributes to the problem of high tuition costs because tuition costs help fund internal financial aid. In response to this quandary and the general dilemma posed by

increased competition for students and financial support, institutions are more frequently hiring development staff and attempting to be “market-smart” (Zemsky, Wegner, & Massy, 2005, p. 7) by tapping private funding sources such as venture capital, gifts, and bequests. Nonetheless, stakeholders want proof that resources allocated from their taxes and personal income do, in fact, produce the quality education and subsequent community, state, and national benefits that colleges and universities advertise themselves as providing (Dugan, 2006).

The fact that enrollment and cost continue to be challenges more than two decades after initial calls for public accountability and quality assurance suggest the ongoing importance of institution and program quality to stakeholders. The persistence of this issue also is evidence that, no matter what strides are taken toward verifying institution and program quality, it simply is not possible for colleges and universities to reach perfection. Instead, the pursuit of quality must be viewed more in terms of a continual journey, or “search for better ways to understand and meet the needs of students and others who have a stake in an institution’s performance” (Spanghel, 2004, p. 183). Thus, more than a standardized formula for quality or other tangible outcomes, the quality movement has been and continues to be an era of institution and program commitment to continuous program evaluation and the pursuit of quality. Of two other key components of the movement, one is an emphasis on SLOs by accreditation organizations and accredited colleges, universities, and individual programs. The other is the increased value and inclusion of students’ and other stakeholders’ input in helping determine what constitutes institution and program quality.

## SLOs in Higher Education

Before the mid-1980s, it was widely assumed that, if colleges and universities employed high-quality faculty, recruited high-quality students, and possessed adequate resources, then those colleges and universities successfully produced high-quality graduates (Dugan, 2006). However, with an increased demand for quality in American higher education came increased recognition of the need for assessment of educational institutions and programs (Palomba & Banta, 1999). This led to an executive order in 1988 by Secretary of Education William Bennett requiring federally approved accreditation organizations to incorporate institutional outcomes criteria into their accreditation standards (U.S. Department of Education, 1988). In the subsequent two decades, establishment, implementation, and continued revision of these accreditation standards have occurred in both regional accreditation organizations like SACSCACS and program, or specialized, accreditation organizations like CACREP. As a result, accredited institutions and programs have become more focused on carefully articulating and examining SLOs. These outcomes are “those aspects of the student’s development that the institution either does influence or attempts to influence through its educational programs and practices” (Astin, 1991, p. 38). They reflect what graduates can do and how well and what they know, believe, and value as a result of their educational experiences (Palomba & Banta, 1999). As stated previously, these outcomes are established and measured based upon an institution’s or program’s unique purposes and goals. Although a great deal of variance may exist even among similar institutions and programs,

administrators and faculty tend to approach development of SLOs with certain philosophical assumptions about education.

The first of these is the positivist, or scientific, view of learning outcomes. With this philosophy in mind, administrators and faculty establish SLOs as “knowable in advance, specifiable, measurable, and related to behaviors that can be directly observed” (Gray, 2002, p. 51). As such, SLOs are described in terms of student behaviors and assessed by testing the discipline-specific knowledge and skills students should gain in their programs of study. More specifically, these types of cognitive SLOs include “subject-matter knowledge, academic ability, critical thinking ability, basic learning skills, special aptitudes, academic achievement, degree attainment, vocational achievement, and awards or special recognition” (Astin, 1991, p. 45).

A second philosophical approach to developing SLOs is based in the subjectivist, or intuitionist, view. Although this perspective recognizes some behavior-related aspects of learning, it more so reflects the “vague, general, abstract, and nonbehavioral” (Gray, 2002, p. 52) outcomes of learning. Included among these affective types of SLOs are students’ “values, interests, self-concept, attitudes, beliefs, satisfaction with college, leadership, citizenship, interpersonal relations, and hobbies and avocations” (Astin, 1991, p. 52).

Whether cognitive or affective in nature, SLOs may be measured during matriculation or post-graduation depending on assessment purposes. Institutions and programs conduct ongoing assessment of students’ learning during a program but also conduct follow-up studies to understand how graduates’ post-graduation success as

workers and community members reflect the quality of their educational experiences while in school. The wide range of data-collection methods and timing of data-collection serves to monitor and evaluate both short-term and long-term effects that colleges and universities have on student learning. In this way, assessment actually focuses more on programs and less on individual students (Palomba & Banta, 1999). Assessment results can be used both to prove an institution's or program's effectiveness and to improve their effectiveness in contributing to student growth and development.

#### Characteristics of Effective Assessment of SLOs

Effective assessment is considered “a core element of causing quality in higher education” (Seymour, 1993, p. 142) because it leads to the improvement of educational programs. While some argue against the idea that assessment “causes” quality (Palomba, 2002), assessment is, nonetheless, viewed as an important activity in the pursuit of quality. In recognition of this and in response to public demands for accountability and quality assurance, administrators and educators have increased their assessment efforts in the past 20 years (Ewell, 2002; Palomba & Banta, 1999). Experience- and research-based best practices have emerged to guide those efforts and assist administrators and educators with understanding, organizing, and implementing effective assessment of SLOs (Angelo, 2002; Banta, 2002; Huba & Freed, 2000; Maki, 2004; Miller, 2007; Palomba & Banta, 1999).

Banta's (2002) assessment model is one of two reviewed here. Banta described characteristics of effective assessment of SLOs as consisting of 17 principles occurring across three phases. Phase one is the planning phase and consists of four principles.

According to Banta, effective assessment of SLOs: (1) involves stakeholders early in the assessment process by inquiring about their needs and interests; (2) does not happen only in preparation for accreditation or program review but is perpetual and responsive to emerging needs; (3) includes a written, purposeful plan that reflects institution and program goals and values that are real, not meaningless; and, (4) features written objectives that are expressed in clear language and measurable terms.

Eight principles fall into the second phase, or implementation phase, of effective assessment of SLOs. In this phase, effective assessment of SLOs: (5) is led by knowledgeable, supportive administrative and faculty; (6) requires a shared commitment to assessment, or buy-in, by faculty; (7) equips faculty and staff to implement assessment and resulting data; (8) involves faculty at the program-level sharing and discussing how assessment findings can improve various aspects of the program; (9) utilizes multiple measures to best capture a broad range of SLOs; (10) considers not only outcomes but also the effectiveness of the process of teaching and learning; (11) is conducted in a consistently supportive, encouraging environment; and, (12) values frequent communication with stakeholders as a means of maintaining connections and awareness of assessment activities and subsequent improvements.

Finally, phase three, the improving and sustaining phase, consists of five principles. Effective assessment of SLOs in phase three: (13) produces accurate, valid, and reliable evidence of learning and organizational effectiveness; (14) ensures actual utilization of assessment data in program improvement efforts; (15) serves as a means of demonstrating accountability and quality assurance to stakeholders; (16) reflects a



commitment to and high prioritization of ongoing program evaluation; and, (17) includes periodic review and improvement of the assessment process.

Maki (2004) offered a model of effective assessment of SLOs similar to that of Banta (2002) but emphasized that assessment of SLOs should include consideration of both academic and personal dimensions of students' learning experiences. Academic dimensions of learning encompass understanding and application of course- and content-related information, whereas personal dimensions of learning include the meaning-making and personal growth students experience during and as a result of matriculating through their programs of study. Maki (2004) also emphasized the importance of institutions and programs creating a "culture of inquiry" (p. 1) in which they are motivated not only by external forces to engage in purposeful program evaluation but also are internally motivated for the sake of enhancing the learning process. Ultimately, the learning process must be a central concern of institutions or programs wishing to accomplish effective assessment of SLOs. In learning-centered institutions, students are considered co-contributors to the learning process and are affected by their learning inside and outside the classroom (Maki, 2004). SLOs reflect learning in both these contexts.

#### Current Status of Assessment of SLOs in Higher Education

After more than two decades, assessment of SLOs continues to be a staple of program evaluation in higher education. Ewell (2002) discussed three reasons for this staying power. First, public demand for accountability and quality assurance is greater than ever. This is, in part, due to the additional attention higher education has received in

light of the federal and state governments' efforts to reform K-12 educational standards. Second, accreditation organizations have bolstered the practice of assessment of SLOs by continuing to require this of accredited institutions and programs. Assessment of SLOs, results, and subsequent improvements are increasingly discussed by administrators and faculty and reflected in their institutions' and programs' promotional materials. Third, the media, itself a stakeholder (Dugan, 2006), is more influential now than it was 20 years ago. Internet, television, publications like *U.S. News & World Report*, and other forms of media deliver a wide range of performance and organizational data to an increasingly data-hungry society.

With these forces at work in today's academic market, the pursuit of quality in higher education is stronger than ever. Quality is no longer assumed but demonstrated through a systemic and systematic program evaluation process (Maki, 2004). As part of this process, institution and program leaders are "expected to collect, format, analyze, and disseminate systematically data on how students, alumni, employers, faculty, and staff perceive the quality and effectiveness of their many programs and services" (Welsh & Dey, 2002, p. 18). This trend reflects both the importance of stakeholders (Banta, 2002; Maki, 2004; Miller, 2007) and a growing focus on consumer empowerment and customer satisfaction in higher education program evaluation (Miller, 2007; Schalock, 2001).

#### Students and Faculty as Key Stakeholders

All stakeholders are important in modern program evaluation. However, students and faculty are closest to the teaching-and-learning process, which is the "primary business of higher education" (Ruben, 1995, p. 198). Their closeness to this process

makes students and faculty prime contributors to summative and formative program evaluation and the assessment of SLOs. Contributing in this way is not only an opportunity for students and faculty but a responsibility (Palomba & Banta, 1999). Through their participation in program evaluation, students and faculty can provide each other and institution and program administrators with valuable feedback with which to make important program improvements.

### *Students*

Modern quality assessment practices routinely incorporate students' opinions about their learning experiences (Welsh & Dey, 2002). Because students may not always understand or appreciate the value of their current educational experiences, administrators and faculty are appropriately concerned with long-term learning goals and not only with students' immediate satisfaction (Spanghel, 2004). However, students "often have keen insights into how various curricular, pedagogical, and programmatic features affect—both positively and negatively—students and their learning" (Conrad, Duren, & Haworth, 1998, p. 75). Administrators and educators can then utilize students' feedback to make necessary adjustments and create positive learning environments (Haworth & Conrad, 1997).

Student participation in program evaluation occurs in many ways (Palomba & Banta, 1999). One obvious way students contribute to the assessment of SLOs is through taking course tests and licensure or certification exams. Other direct ways of contributing to the assessment process include the creation of portfolios or similar capstone projects and participation in one-on-one interviews and focus groups. Indirect ways in which

students can participate are by serving on task forces and assessment committees; providing written and verbal comments about various program aspects through both formal and informal evaluation activities; offering unsolicited but constructive feedback to administrators and faculty as appropriate; and participating in and critiquing group work among their peers.

### *Faculty*

Faculty members are largely responsible for influencing “how students come to view the course, the discipline, the department, the institution, and higher education in general” (Ruben, 1995c, p. 198). Their influence is cast through curriculum development and delivery as well as through interactions with students inside and outside of the classroom. Because of their interactions with students and observations of students’ progress, faculty members are important assessors of student growth and development. In addition to their opportunity to influence students and duty to assess SLOs, faculty members also have the opportunity to routinely assess the quality and effectiveness of their approach to teaching (Gardner, 2005; Huba & Freed, 2000). Thus, faculty members are in a position to assess and offer critical feedback regarding the teaching-and-learning process.

Like students, faculty members are responsible for participating in assessment and have numerous opportunities to do so (Palomba & Banta, 1999). First among their responsibilities is to willingly engage in assessment and not view it as an inconsequential task (Huba & Freed, 2000). Next, faculty should be actively involved in every step of the assessment process. Beyond displaying a commitment to assessment (Maki, 2004),

faculty also should “develop learning objectives, create assessment plans, select and design assessment tools, interpret results, and develop recommendations based on assessment findings” (Palomba & Banta, 1999, p. 54). They may participate in these activities on both the institution and program level by leading or serving on assessment committees. In addition to larger-scale assessment activities, faculty contribute to the assessment process on a regular basis by administering tests, collecting feedback from students, and using resulting data to improve both the teaching-and-learning and assessment processes. Sharing their insights and assessment-related discoveries is another important contribution faculty make to effective assessment of SLOs (Banta, 2002).

#### *Student and Faculty Teamwork*

Despite the hierarchical difference between students and faculty, both stakeholder groups make valuable contributions to the assessment process. Each group holds unique vantage points that, combined, allow for more comprehensive program evaluation. Assessment, however, is not the only area in which students and faculty must work together. Similar to their importance in the assessment process, students and faculty are important contributors in the co-construction of positive learning communities (Haworth & Conrad, 1997; Ruben, 2004). In these communities, faculty-student hierarchy is deemphasized, and students and faculty feel supported and encouraged by administrators and each other to fully engage in the teaching-and-learning process (Haworth & Conrad, 1997). As such, a cycle emerges in which the teaching-and-learning process is valued; student and faculty involvement in assessment is encouraged; and positive learning communities are perpetuated as a result of both the value on and involvement in the

teaching-and-learning and assessment processes. Teamwork by students and faculty, as well as by other stakeholders, is essential in this cycle and in the overall pursuit of quality in higher education (Seymour, 1993).

### Benefits of Assessment of SLOs

Learning communities are similar to learning organizations (Kofman & Senge, 1993); both emphasize the importance of teamwork by participants within a system. More specifically, participants within these communities, or organizations, recognize their interdependence, are sensitive to how internal and external changes affect them, and collaborate to respond to these changes with appropriate systemic adjustments (Kofman & Senge). In these types of learning environments, assessment is a dynamic and continuous process; it does not stop with data collection but is purposefully used by administrators and faculty to make necessary adjustments within institutions and programs. Although program evaluation and assessment of SLOs are complex and often time-consuming processes, commitment to these practices is an integral part of establishing and sustaining learning organizations. In addition to generally demonstrating public accountability and quality assurance, shared commitment to and the practice of effective assessment of SLOs result in several benefits for stakeholders and organizations (i.e., institutions and programs). The following is an overview of some of the many benefits.

#### *Benefits for Students*

Students are the most important stakeholder group because their education is the primary reason colleges and universities exist (Duderstadt & Womack, 2003; Miller,

2007). At a minimum, assessment of SLOs suggests to students that administrators and faculty care about their needs and value their input (Nesheim, Guentzel, Gansemer-Topf, Ross, & Turrentine, 2006). Beyond this, assessment of SLOs holds many other educational and personal benefits for students.

Among educational benefits, assessment of SLOs often results in “clearer syllabi, more fully articulated goals and objectives for learning, and more explicit evaluation standards” (Palomba & Banta, 1999, pp. 78-79). Thus, students may better understand what is expected of them and how integrated curriculum and co-curriculum learning experiences (Bergquist, 1995) relate to their professional and personal growth and development. This potentially leads to advanced, or deeper, learning of subject content and successful accomplishment of program learning objectives (Dugan & Hernon, 2006). Also helpful to students’ learning are the teaching adjustments made by faculty in response to student surveys and in-class assessment activities (Haworth & Conrad, 1997; Palomba & Banta, 1999). Curriculum and co-curriculum adjustments generated by assessment of SLOs are factors in students’ decisions to persist through their programs of study. That is, assessment stands to positively influence student retention and graduation rates (Miller, 2007).

Among personal benefits, effective assessment of SLOs typically results in feedback for students. On one level, this may mean students receive constructive, individualized feedback through assignments, tests, and group work (Palomba & Banta, 1999). This feedback informs students how they might improve their performance in future activities. On a larger level, assessment of SLOs produces feedback that validates

students for their participation in institution or program surveys. This reassures students that their institutions and programs value them as stakeholders and encourages future participation in institution and program assessment and improvement activities.

Related to feedback are the personal benefits of reflection and self-assessment (Palomba & Banta, 1999). Assessment of SLOs allows students the opportunity to reflect on their learning experiences. Service-learning activities, portfolios, capstone projects, and clinical supervision are examples of assignments that might challenge students to personally reflect on their experiences. Reflection also is possible through conversations with faculty and other students as well as through surveys and focus groups (Palomba & Banta, 1999). Through self-reflection and personal assessment, students are able to further absorb and apply subject content and achieve program learning outcomes (Dugan & Hernon, 2006). Similar to self-reflection and self-assessment, assessment of SLOs also fosters students' self-confidence, sense of professional direction, and competence (Palomba & Banta, 1999).

Finally, participation in assessment sometimes results in personal and tangible benefits for students. For example, students may be rewarded with movie passes, gift cards, or food for participating in surveys or focus groups. These incentives both reward students and indicate the value of assessment to their institutions and programs.

#### *Benefits for Faculty*

Although students are the most important stakeholder group in one sense, faculty are the most significant stakeholder group in terms of faculty members' contributions to the pursuit of institution and program quality (Duderstadt & Womack, 2003). Faculty



members share knowledge and expertise, challenge students to grow professionally and personally, and judge student progress toward learning goals. Thus, without quality faculty, students cannot gain the quality education they seek. The value of faculty as stakeholders is rewarded, among other ways, through the potential professional benefits they receive as a result of assessment of SLOs.

Professional benefits, in this sense, are those that enhance faculty's teaching. One such benefit is that assessment improves the clarity with which faculty establish and work toward suitable goals and learning objectives (Palomba & Banta, 1999; Suskie, 2006). Faculty can use internal assessment data and external accreditation standards to guide them in making necessary curricular and co-curricular adjustments. Assessment data and standards also aid faculty in better understanding students' educational needs, discipline-specific trends, and changes in the work world. This information is beneficial to faculty because it allows them to improve the effectiveness and relevance of their teaching, which is a general goal of many faculty (Huba & Freed, 2000; Palomba & Banta, 1999).

In another sense, development opportunities and institutional and program support are professional benefits that some faculty receive as a result of assessment. Palomba and Banta (1999) discussed several benefits within this category. Among these benefits, faculty may receive release time from their teaching duties to serve as assessment coordinators or project leaders. They also may be able to select or design assessment instruments, receive institutional funding for this work, and participate in professional conferences to both advance and demonstrate their knowledge of assessment. Faculty may write and present about their assessment activities; this and their other assessment-

related service is recognized on various levels (i.e., local, state, regional, national) and rewarded in promotion and tenure processes. Assessment also brings faculty into contact with other professionals with whom they may not otherwise interact, providing faculty with unique opportunities for professional development.

#### *Benefits for Other Stakeholders*

Included in this category of stakeholders are: potential students; potential students' parents or employers who have a financial stake in their children's or employees' education; current and potential employees of an institution; alumni; employers of alumni; taxpayers whose taxes help to fund public colleges and universities; and donors who contribute financially to public or private colleges and universities. Beyond the general benefit of being informed about assessment-related outcomes (Suskie, 2006), these stakeholder groups each experience unique benefits as a result of assessment of SLOs.

First, potential students use publications like *U.S. News and World Report* and *Princeton Review* to compare colleges and universities and ultimately choose which one seems best suited to their needs. Accreditation status is another important factor in selecting an institution or program because it further signifies that institutions and programs meet high standards. Because these are important benefits for potential students, colleges and universities frequently publish ranking and accreditation information on their websites and in other promotional materials. This information also is important to potential students and parents or employers who make financial

contributions to their education (Miller, 2007). Higher ratings and accreditation suggest to these stakeholders that their money is being well-spent.

Similarly, accreditation is beneficial to alumni and potential employers. In a competitive job market, alumni need every possible edge to separate them from other job applicants. For many employers, accreditation engenders confidence in the credentials of potential employees (Miller, 2007). As a result, alumni from accredited programs have a better chance of being hired, which is a benefit of accreditation and the assessment processes that are involved with accreditation. In addition to accreditation, business leaders generally want to hire employees who are well-trained, communicate clearly, think critically, and work independently (Dugan, 2006). Thus, assessment of SLOs provides accountability and quality assurance to the business community and adds to employers' confidence in new employees.

Colleges and universities are not only responsible for equipping students for the workplace; they also are major employers that must attract and retain qualified faculty and staff to deliver quality services. Their current employees benefit from assessment because it can improve internal operations that affect them directly and indirectly. Likewise, potential employees benefit from assessment information because it helps them identify colleges and universities at which they would prefer to work. Similar to potential students, faculty and staff use reputational data and accreditation status to compare institutions as employers (Miller, 2007). Employees also make their decisions to accept and maintain employment based upon “the quality of faculty and staff, quality of teaching

and research facilities, and competitiveness of compensation and benefits” (Miller, 2007, p. 9).

Taxpayers represent another stakeholder group. Affordability, accessibility, and quality are key concerns for this group (Dugan, 2006). Taxpayers want to know that increasing tuition costs are justifiable and actually translate into successful outcomes. More specifically, taxpayers want assurance that institutions are preparing students to successfully contribute to the work world and to society in general. Assessment benefits taxpayers because it provides them with reassurance that institutions are doing whatever it takes to keep college affordable while simultaneously educating citizens.

Whereas paying taxes is required by law, making private donations to public or private institutions is voluntary. However, private donors, who make up another important stakeholder group, are equally concerned with the same matters as taxpayers. Like taxpayers, donors want to know that institutions are successfully fulfilling their educational missions and providing students with quality learning experiences. Assessment benefits these stakeholders because it provides them with data that explains the strengths, weaknesses, and financial needs of colleges and universities. Donors use this information in determining whether or not they give, to whom they give, and how much they give to support higher education. Assessment also shows whether or not their contributions are, in fact, accomplishing intended purposes.

#### *Organizational Benefits—Internal*

Internal aspects of an organization, in this case, refer to internal governance; program review; curriculum-related decision-making, budgeting and cost containment,

and the assessment process itself. Assessment of SLOs holds many internal, organizational benefits for institutions and programs.

Assessment provides governing boards (i.e., boards of trustees) with knowledge of SLOs and prepares them to answer accountability and quality assurance questions raised by various stakeholders. Furthermore, assessment provides leaders with concrete, organized, and timely information that is useful in making policy decisions about institutional priorities, allocation of resources, and strategic planning (Maki, 2004; Miller, 2007). Without assessment data, governing boards would be poorly equipped to effectively lead their colleges and universities.

Leaders' purposeful use of assessment helps facilitate institution and program improvements that advance student learning, which is another benefit of assessment of SLOs (Maki, 2004; Miller, 2007). Examples of institution and program changes abound but include the creation of online programs, dual enrollment programs with area high schools, and joint research endeavors with partner colleges and universities. Innovative changes to curricular and co-curricular offerings require that leaders, administrators, and faculty continually answer questions such as: "are we offering the right programs; are our standards high enough; are we making progress in our strategic goals; are we using our resources efficiently, are our faculty and staff productive and high quality; and what is the quality of our infrastructure" (Miller, 2007, pp. 18-19). Assessment of SLOs benefits these stakeholders by providing answers to their questions, thus guiding their decision-making related to discontinuing, updating, and creating programs. As part of making institution and program improvements, institution and program leaders must evaluate

mission statements, resource allocations, pricing structures, capital needs, personnel/leadership, catalog revisions, and marketing strategies (Huba & Freed, 2000; Miller, 2007; Suskie, 2006). Here again, leaders use assessment data to guide their evaluation efforts and to make necessary changes.

Budget concerns and cost containment efforts affect most all decision-making by governing boards and institution and program leaders. Yet, these and all other stakeholders want to retain institutional and program quality. Retaining quality despite budget restrictions is often a challenge but is made possible through assessment of SLOs (Duderstadt & Womack, 2003). Thus, although assessment can be expensive in the short-run, it is advantageous in the long-run because it helps contain costs (Miller, 2007).

The many benefits of assessment serve to increase stakeholders' appreciation for and commitment to assessment. As a result, administrators and faculty improve in their understanding and implementation of assessment of SLOs (Suskie, 2006). Improved assessment activities then reinforce the value of individual internal stakeholders in the assessment process. That is, trustees, administrators, faculty, support staff, and students realize their unique responsibilities within and importance to assessment of SLOs (Dugan, 2006). Combined, their efforts encourage one another and enable their institutions and programs to more effectively provide public accountability and demonstrate quality assurance.

#### *Organizational Benefits—External*

External aspects of an organization, in this case, refer to status with governing bodies such as federal and state governments, status with accreditation organizations, and

competitiveness among all colleges and universities. Assessment of SLOs generally has the potential to improve an institution's or program's reputation, and this reflects positively on all stakeholders, including those already mentioned (Bergquist, 1995). Other benefits exist as well.

One external benefit of assessment is that it gains public institutions and programs the approval of federal and state governments. This does not mean that American colleges and universities are controlled by government or lack autonomy, since they do, in fact, possess a great deal of independence. However, federal and state governments want to know that publicly supported institutions are effectively training students for work and leadership roles that sustain the American economy. For this reason, governmental agencies use assessment data to verify whether or not institutions and programs are helping governments achieve their workforce development goals (Miller, 2007). Governmental agencies also use assessment data to determine institutional eligibility for grants, contracts, and student financial aid (Miller, 2007). Through assessment of SLOs, public colleges and universities are able to receive this valuable funding that both rewards and helps further the quality of their services.

Accreditation organizations, like governmental agencies, depend on assessment data to judge the merits of institutions and programs. The assessment efforts and resulting data provide self-study reviewers, site visit teams, and accreditation boards with information upon which to base their decisions for granting or declining accreditation. Accreditation organizations must correctly judge whether or not institutions and programs meet high standards and deliver quality educational services (Miller, 2007).

Accreditation processes would be impeded without the benefit of assessment, and without accreditation, institutions and programs would lose credibility in higher education and in the public in general.

A third external benefit of assessment is its importance in setting apart institutions and programs from their competitors. Competition for students and resources is steep among American colleges and universities (Miller, 2007). Publications such as *U.S. News and World Report* and *Princeton Review* as well as mass media influence people's perceptions of colleges and universities (Dugan, 2006). Among other effects, favorable ratings and positive media attention potentially affect institutions' and programs' enrollment numbers, private donations, and alumni employment opportunities.

#### *Telling a Story of Quality*

In addition to confirming the value of assessment of SLOs, the many benefits mentioned above help colleges and universities tell their quality stories (Dugan & Hernon, 2006; Seymour, 1993). That is, institutions and programs use their assessment processes and results to demonstrate accountability and provide quality assurance to stakeholders. Simply believing they are doing a good job and hoping stakeholders will believe them is not good enough (Vacc & Charkow, 1999). Stakeholders want evidence, which is what assessment of SLOs provides. This is not to say that assessment is easy and that all participants are equally enthusiastic about assessment. In fact, assessment is a complex and often expensive process that has many inherent challenges (Borden & Pike, 2008; Ewell, 2002, 2008; Miller, 2007). In-depth discussion of assessments' challenges is outside the scope of this literature review. However, despite challenges, program



evaluation and effective assessment of SLOs are important factors in colleges' and universities' pursuit of quality. For this reason, accredited programs such as CACREP-accredited counselor education programs are increasing their efforts in these areas.

### The Engagement Theory of Program Quality

Numerous theories exist to guide the assessment efforts of CACREP-accredited counselor education programs and others that value program evaluation and quality assurance. One such theory—the Engagement Theory of Program Quality (Haworth & Conrad, 1997)—is worthy of attention because it is research-based and encompasses attributes of the quality and SLOs movements that currently exist within American higher education. Specifically, Engagement Theory emphasizes the role of stakeholders (particularly administrators, faculty, and students) in the creation of quality programs that value student learning and development as the primary purpose of higher learning. As learning organizations, these programs are committed to advancing students' learning experiences through systemic and systematic program evaluation. Included among the many benefits of these quality programs for stakeholders are positive SLOs. Although the theory is founded upon research with master's-level students in public and private American colleges and universities, Haworth and Conrad (1997) suggested that it also has merit in the creation and evaluation of quality in undergraduate and doctoral programs.

### *History behind the Engagement Theory of Program Quality*

In the mid-1980s, the Council of Graduate Schools (CGS) selected a task force to oversee a national study of master's education in the United States (Conrad, Haworth, &

Millar, 1993). The task force consisted of a thirteen-member national advisory board comprised of representatives from American colleges and universities, federal and state government, professional associations, foundations, and business and industry. Also part of the task force was a seven-member steering committee made up of graduate school deans. The University of Wisconsin-Madison's Clifton Conrad, a respected educator and quality assessment expert, was named lead investigator for the two-year study of master's programs. The study was funded through a \$400,000 grant from The Pew Charitable Trusts.

The primary purpose of the study was to learn what program attributes stakeholders believed directly and indirectly contributed to the quality of master's education and its effects on students' growth and development (Haworth & Conrad, 1997, p. 16). CGS, the task force, and the research team believed this information could be useful to policymakers, administrators, faculty, and students in developing, planning, evaluating, and sustaining master's programs (Conrad, Haworth, Millar, 1993; Haworth & Conrad, 1997).

Institutional administrators, program administrators, faculty, current students, program alumni, and employers of program graduates were the six stakeholder groups included in the study. From these six groups came a total of 781 participants who were interviewed between 1989 and 1991. These participants were affiliated with 47 master's programs in 11 fields of study from higher education institutions from across America. The 47-case sample was selected based on characteristics such as fields of study, institutional type (national, regional, liberal arts, or specialty), type of control (public or

private), and geographic location (east, west, south, or Midwest). Other factors included levels of degree offerings within departments (master's-only; bachelor's and master's; or bachelor's, master's, and doctorate); student attendance patterns (full time, part time, or mixed); type of delivery system (traditional day/evening, non-traditional weekend/summer, or non-traditional satellite); percentage of minority students (high or low); and and, program prestige ("prestigious" or "non-prestigious"). The research team chose individuals from within programs who represented each of the six stakeholder groups. Appendix A lists the distribution of interviewees across stakeholder groups, minority status, sex, institutional type, and field of study.

Researchers approached the taped interviews in an open-ended manner, conducting them as dialogues about a broad set of topics related to program characteristics interviewees believed positively contributed to students' enrichment while in their master's programs. Current students were interviewed in focus groups. A small number of interviews were conducted by phone (employers and alumni who could not appear in person). All other interviews were conducted in person.

Prior to analyzing their data, researchers created two decision-rules to guide their classification of attributes of high quality programs. First, interviewees in at least three of the six stakeholder groups had to value the importance of an attribute. Second, stakeholders in at least 2/5 of the programs in the 47-case sample had to value the importance of an attribute.

Once interviews were completed and transcribed, the research team analyzed the resulting data using the constant comparative method (Haworth & Conrad, 1997). In

stage one of this four stage process, researchers reviewed and coded the transcripts of all 781 participants. During stage two, researchers systematically reviewed and refined 39 attributes of program quality that were identified in the first stage of data analysis down to 23 attributes. That number was reduced to 17 attributes (organized into five clusters) in stage three when, after reviewing the coding and attributes twice more, researchers believed the guidelines of theoretical saturation had been met. They next outlined their emerging theory and listed actions stakeholders take to enact each attribute of program quality, ways in which students' learning experiences were improved as a consequence of each attribute, and effects of these positive learning experiences on students' overall growth and development. Finally, in stage four of data analysis, researchers wrote a theory of program quality—The Engagement Theory of Program Quality.

In addition to being grounded in stakeholders' perspectives about program quality, Engagement Theory is based upon the definition of high-quality programs as “those which contribute to enriching learning experiences for students that have positive effects on their growth and development” (Haworth & Conrad, 1997, p. xii). Although the theory emphasizes students' growth and development, it reflects the importance of all stakeholders in cultivating an optimal learning environment. In fact, a central component of the theory is the recognition that students, faculty, and administrators must be fully engaged in teaching and learning to create high-quality master's programs. The theory suggests that participants of such programs invest time and energy in five clusters of program attributes: 1) diverse and engaged participants, 2) participatory cultures, 3) interactive teaching and learning, 4) connected program requirements, and 5) adequate

resources. The preceding background information as well as the following overview of the theory are drawn in large part from *Emblems of Quality in Higher Education: Developing and Sustaining High-Quality Programs* (Haworth & Conrad).

*Cluster 1: Diverse and Engaged Participants*

The first cluster of attributes—diverse and engaged participants—is the most important cluster (Haworth & Conrad, 1997). It consists of three attributes: diverse and engaged faculty, diverse and engaged students, and engaged leaders. Simply put, faculty and administrators in high quality programs want to recruit and retain faculty and students who represent diverse life experiences and who invest time and energy in their own and other's teaching and learning.

To recruit diverse and engaged faculty, which is the first of the theory's attributes of program quality, faculty and administrators implement multidimensional hiring policies. Such policies attract faculty who possess varied theoretical and applied perspectives and are committed to teaching. To encourage and retain these types of faculty members, promotion, tenure, and merit review processes also are in place to reward faculty for both scholarly and teaching-related accomplishments. When encouraged in these ways, faculty members can afford to be student-centered and dedicate significant time and energy to teaching. Their passion for teaching and their diverse experiences and perspectives are evident in classroom lectures and discussions as well as in out-of-class interactions with students. Current students and alumni appreciate their teachers because they feel they really care about them as people. Alumni of high quality master's program also report feeling affirmed and inspired through their master's

programs to continue their professional growth and development. Furthermore, current students, alumni, and employers appreciate faculty for their commitment to teaching theoretical and practical knowledge as well as skills that easily transfer into professional work.

The second attribute in cluster one is diverse and engaged students. Thus, high quality master's programs are comprised of students who represent a broad range of life, work, and educational experiences and who come from varied ethnic and socioeconomic backgrounds. To recruit these types of students, faculty and program administrators establish admission policies that clearly express value for diversity. Then, during the screening process, faculty and program administrators carefully select students whose professional goals best match with the program's mission and objectives. Ultimately, program leaders not only are looking at standardized test scores and grade point averages but also at the likelihood that students will contribute different points of view and exhibit commitment to learning while in their master's experience. Through the sharing of personal insights, these students, in essence, teach each other in practical ways that add to the quality of their master's programs. Current students and alumni of such programs gain broader understanding of course content, are challenged to expand their thinking about various subjects, and feel renewed in their professional commitments because of exposure to diverse and engaged student peers.

Finally, although listed as the third attribute of this first cluster, engaged leaders are foundational to high quality master's programs. Faculty and administrators recruit department or program chairs who are committed to advancing their program in every

way. More specifically, effective department and program chairpersons advance their programs' missions, secure resources, and appropriately include faculty, students, and staff in decision-making related to the program. To support chairs in their work, institutional administrators increase budget allocations for items such as new faculty lines and graduate assistantships. One example of how faculty support their department chairpersons is through being open-minded and willing to participate in new program initiatives. When chairs are supported in these ways, they can be more effective in promoting their programs internally and externally, attracting and supporting diverse and engaged faculty and students, and encouraging faculty and student leadership within the program. As a result of chairs' leadership, students graduate with improved self-confidence and leadership skills. Chairs' leadership and commitment to the program also empower faculty and students to invest more fully in the teaching and learning process.

### *Cluster 2: Participatory Cultures*

The second cluster of attributes—participatory cultures—reflects the fact that the Engagement Theory is partially rooted in total quality management and organizational learning literatures (Haworth & Conrad, 1997). It consists of three attributes: shared program direction, community of learners, and risk-taking environment. In short, high quality master's programs are those in which stakeholders cultivate collegial and supportive cultures.

Faculty and administrative leaders employ three strategies to accomplish a shared program direction, or common understanding of and support for the mission of the program. First, faculty and administrative leaders work closely with faculty, students,

alumni, and employers to help craft and accomplish the program mission statement and objectives. Through committees, advisory boards, self-study teams, social gatherings, and other types of groups and meetings, these stakeholders share ideas and work toward mutually-agreeable program goals. In doing so, they create a shared sense of program ownership. Faculty and administrative leaders also involve these same stakeholders in ongoing evaluation efforts to ensure that the program is, in fact, going in the direction that they agreed it should go. Thus, implementing ongoing, formative evaluation is a second strategy for cultivating shared program direction. The third strategy is communicating program mission and evaluation efforts to stakeholders through various information channels such as newsletters, websites, and open forums.

From these efforts to cultivate shared program direction comes a sense of connection to the program by stakeholders. They understand the purposes of the program and are committed to effectively equipping students for their professional roles. As a result, students' learning experiences are "connected," or intentionally planned and delivered in ways that prepare the students for real-world leadership and professional practice. Because of the focus in their programs, students in high quality master's programs tend to develop a more distinct professional identity and have a clearer sense of direction in terms of professional goals.

The shared sense of ownership that exists in the attribute of shared program direction is related to the theory's fourth attribute—community of learners. In high quality master's programs, faculty and student leaders deliberately seek to create learning environments that foster a sense of community. Traditional faculty-student hierarchies



are kept at a minimum in favor of more collegial relationships in which faculty value students' insights and ideas and invite them to actively participate in teaching, research, and service projects. Faculty and students become co-learners in the sense that both learn with and from each other. This co-learning is facilitated through in-class and out-of-class, formal and informal learning experiences and social gatherings. Faculty and students value their camaraderie, which contributes to the overall sense of community in their programs. Additional positive effects for students are that they experience appreciation for collaborative learning activities and improved communication and teamwork skills.

The third attribute within cluster two and fifth overall attribute of Engagement Theory is risk-taking environment. Students in high quality master's programs are encouraged by faculty and administrators to explore new ideas and test their knowledge and skills. Similarly, faculty and administrators model risk-taking and stretch their own knowledge and abilities through new learning endeavors. Such risks are made easier by the fact that the learning environment in high quality master's program is not overly focused on competition, ridicule, or penalty; mistakes, within reason, are seen as useful teaching tools. In response to these supportive conditions, students question theories and practices, offer their own insights, and participate in educational activities that stretch them personally and professionally. As a result, students experience a sense of accomplishment and increased self-assurance. They also become more resourceful professionals.

### *Cluster 3: Interactive Teaching and Learning*

The third cluster of attributes—interactive teaching and learning—is the largest cluster of Engagement Theory’s clusters of attributes. This cluster consists of five attributes: critical dialogue, integrative learning, mentoring, cooperative peer learning, and out-of-class activities. These attributes reflect the value of hands-on, active learning in high quality master’s programs, and they further stress the shared roles faculty and students play in the educational process.

Critical dialogue, the first attribute within cluster three, suggests that, as part of taking risks in their learning, students and faculty in high quality master’s programs are encouraged to engage in scholarly discussion and debate about existing knowledge within their fields. Faculty and administrators set the stage for critical dialogue by teaching and leading in ways that both model respect for students’ insights and challenge students to share these insights. Faculty and administrators also expect and invite students to question what they learn. Through respectful and mutually-enriching dialogue, faculty and students elevate their understanding of theory and practice within their field. Students benefit from this dialogue in at least two ways. First, they learn to think in a more holistic and inquisitive manner. Second, their improved critical analysis skills help them to become more creative and confident problem-solvers.

The next attribute—integrative learning—emphasizes the need for students’ theoretical understanding to be paired with practical knowledge. To facilitate students’ linking of textbook and real-world knowledge, faculty and administrators intentionally incorporate into their teaching opportunities for students to gain hands-on learning.

Examples of teaching strategies include laboratory experiments, games, simulations, fieldwork, role plays, and case studies. Furthermore, faculty and administrators model an integrative understanding of classroom and fieldwork by sharing their own experiences, working along-side students to solve real-world problems, and inviting practicing professionals to class to share their perspectives from the field. These efforts by faculty allow students to make more meaningful connections between theory and application than if they merely listen to in-class lectures. Employers also are appreciative of students' real-world training because of its relevance to their duties as professionals in the field. Among other effects of this type of approach by faculty, students become more holistic problem-solvers and more proficient at understanding and translating theoretical knowledge into practical language.

Mentoring, which is the third attribute in cluster three, is another important feature of high quality master's programs. In addition to being concerned with what students are learning, faculty also are interested in knowing what students' career goals are and how they are progressing toward these goals during their master's learning experiences. To assist students' in meeting their goals, faculty work with students to develop individualized courses of study, thus using the advising process to mentor students. Faculty also mentor students through informal, one-on-one interactions in which they may suggest independent readings or research projects that might enhance students' understanding of various subjects. Another form of mentoring occurs as faculty provide students with regular, constructive feedback about their professional development. Any of these forms of mentoring, as well as informal interactions between faculty and

students, provide students with support and guidance as they progress through their master's programs. As a result of mentoring, students experience increased professional competence and overall self-confidence. They also gain insight into what they need to do to continue improving upon their strengths to be better prepared for their future careers.

Cooperative peer learning is listed as a ninth attribute of high quality master's programs. This attribute reflects the importance of students' active contribution to and support of one another's learning during their master's learning experiences. Recognizing the value of teamwork and cooperative learning, faculty intentionally design and encourage group interaction through in-class and out-of-class activities. Faculty also demonstrate the value of peer learning through their own collaborative research and team-teaching endeavors. Through group work, students are able to enrich their own and others' understanding of course content and applied information. In addition, students improve their interpersonal and teamwork skills and grow in professional self-confidence because of their participation in cooperative learning activities.

The final attribute within cluster three and tenth attribute overall is out-of-class activities. These activities, which typically are as much social as academic in nature, include a wide range of events such as brown bag lunches, speaker series, research team meetings, student clubs, social hours, and picnics. Although faculty, administrators, or students may sponsor these gatherings, faculty and administrators often fund them because they recognize their value in cultivating a sense of community within the program. The gatherings are primarily for students' benefit but occasionally are attended by faculty. They are relaxed opportunities for program members to interact in less

structured ways while still participating in personally and professionally enriching activities. Out-of-class activities improve students' communication and interpersonal skills. Participation in these activities also increases students' appreciation leadership in their field and collaborative problem-solving.

#### *Cluster 4: Connected Program Requirements*

The fourth cluster of attributes—connected program requirements—deals more specifically with the actual curriculum content of high quality master's programs. This cluster consists of three attributes: planned breadth and depth of course work, professional residency, and tangible product. These attributes each contribute to the development of students' integrated learning so that they graduate from their programs with a solid base of professional knowledge and skills upon which to begin their professional careers.

Planned breadth and depth of course work, which is the first attribute within cluster four, means that students in high quality master's program are required to complete a combination of core and specialized classes. Faculty and administrators meet periodically to discuss their program's mission and objectives and establish expectations for what knowledge and skills master's students in their program should learn. Faculty and administrators then develop or restructure core and specialized courses to ensure that students are able to meet the program's learning requirements. The core classes build a foundation of common knowledge needed to operate within the profession; specialized classes expose students to advanced theoretical and applied knowledge upon which they can build a professional specialization. These classes contribute to students' professional

competence and challenge them to think in broad and deep ways about what they are learning and practicing as students and, later, as professionals in the field. Employers appreciate the sound foundation students' gain through high quality master's and recognize the effects of students' general and specialized training in the workplace.

In addition to class work, another contributor to students' readiness for professional work is a professional residency, which is the second attribute of cluster four and twelfth overall attribute of Engagement Theory. Professional residency (i.e., practicum, internship, clinical placement, teaching or research assistantship) in this case refers to the completion of at least one semester of graduate-level study in an applied setting. Faculty and administrators meet with students to understand their career interests and help them select professional residency opportunities that fit with those interests. To help students secure meaningful professional residencies, faculty and administrators must also cultivate relationships with employers and alumni within their communities who are willing and able to serve as site supervisors for students. Faculty and site supervisors play important roles during the residencies because they provide regular guidance and feedback to students about their performance and professional development. These residencies allow students the opportunity to further connect their classroom learning with real-world practices. Successful residency experiences build students' confidence and competence, strengthen students' professional identity, and expand their marketability in the field.

The creation of a tangible product, which is the final attribute in cluster four, is another important contributor to the quality of students' master's experiences. Whether in

the form of theses, project reports, portfolios, special performances, or other types of projects, tangible products are culminating experiences for master's students. Faculty and administrators design these tangible product requirements to complement their program's mission and objectives. Because of the time- and work-intensive nature of these projects, faculty and administrators in high-quality master's programs spend considerable time offering guidance and feedback to students. Despite involvement by faculty and administrators, it is students who ultimately develop a tangible product that is personally meaningful to them, demonstrates their integrated understanding of program learning, and has value to their field. By taking leadership in the development and completion of their tangible products, students gain confidence and experience as independent professionals. Their analytical and written communication skills also improve.

#### *Cluster 5: Adequate Resources*

The fifth cluster of attributes—adequate resources—rounds out Engagement Theory's 17 attributes of program quality. This cluster consists of three attributes: support for students, support for faculty, and support for basic infrastructure. These attributes represent the monetary and non-monetary types of resource support that are required to develop and sustain high quality master's programs and, therefore, positively impact faculty and students' engagement in teaching and learning.

First among this cluster's attributes is support for students. This support comes in various forms, including financial aid, nontraditional course delivery formats (e.g., computer-based distance education and/or instruction; video-taped instruction; evening, weekend, and summer courses), and assistance with career planning and placement.

Institutional administrators, program administrators, and faculty contribute to this attribute through their efforts at securing funds for student assistantships, fellowships, and travel to professional conferences. In consideration of students' work and family schedules, faculty and administrators also design and offer nontraditional course delivery formats. Furthermore, faculty and administrators support students by helping them prepare for and locate post-graduation employment. For many students, financial aid and the ability to enroll part-time are factors that allow them to balance their lives and focus more fully on their studies. Career planning and networking services is another important contributor to the quality of students' master's experiences. Each of these three types of support has positive effects on students. First, students who take advantage of career services are more likely to find employment in their field following graduation. Second, being encouraged and financially able to fully concentrate on their studies indirectly influences students' commitment to becoming lifelong learners. That is, they see that learning is possible and desirable despite any perceived obstacles. Finally, when they feel supported, students engage more fully in their master's programs and experience many of their program's quality attributes more intensely.

As with students, faculty benefit from monetary and non-monetary forms of support, which explains the second attribute within cluster five—support for faculty. This presence of this attribute adds to the quality of master's programs because it allows faculty to more fully invest in their teaching and learning. Campus and departmental administrators support faculty by allocating funds for salaries, research, sabbaticals, and travel to professional conferences. They also establish merit systems that reward faculty



for not only their scholarly productivity but also for their teaching and advising master's students and for coordinating master's programs. These types of support reinforce the importance of investing time and energy into master's education. Studying with faculty who are actively engaged in teaching and supporting the growth and development of students positively influences students' self-confidence as professionals. Another way the attribute of support for faculty indirectly benefits students is that when faculty feel adequately supported, they are more likely to invest in the other attributes of the Engagement Theory, which, in turn, positively impacts the quality of master's programs and students' experiences in these programs.

The final attribute of cluster five and of Engagement Theory is support for basic infrastructure. Simply put, high quality master's programs possess adequate facilities and equipment in and with which faculty and students can most fully engage in teaching and learning. Acquiring these resources requires campus and departmental administrators and faculty to seek internal and external funding and continually monitor the suitability of facilities and supplies, including library and computer resources, to ensure that they are working effectively and accomplishing their intended purposes. Access to these types of resources improves the quality of students' master's education and assists them in gaining advanced knowledge and techniques. Furthermore, students in these programs become more technically competent professionals. The attribute of support for basic infrastructure also impacts Engagement Theory's other attributes, meaning the presence of this attribute indirectly intensifies the effects these other attributes have on students' learning experiences.

### *Summary*

Although Engagement Theory's 17 attributes of program quality are grounded in the perspectives of 781 stakeholders associated with 47 master's programs, none of the 47 programs encompassed all 17 attributes. Through a constant comparative method, researchers identified the attributes as those that were most commonly cited as being program characteristics that contribute to the quality of master's programs. Thus, the five clusters and 17 attributes of program quality outlined in the theory represent an ideal high quality master's program. The attributes and the theory are intended to serve as a framework through which faculty and administrators can evaluate the quality of their master's program. Haworth and Conrad (1997) stressed that the framework should be used along with other evaluation tools to produce comprehensive program data. They also recommended that faculty and administrators conduct program evaluation regularly and use this formative and instructive data to make visible program improvements. Ultimately, a fundamental goal of this type of evaluation, and of Engagement Theory in general, is to cultivate high-quality master's programs in which students, faculty, and administrators are fully engaged in teaching and learning.

### *Conclusion*

In the past two decades, American higher education has increasingly responded to the public's demand for accountability and quality assurance through assessment of SLOs and inclusion of stakeholders in the evaluation process. CACREP's revised 2009 standards reflect the counseling profession's and higher education's pursuit of quality and value on SLOs. Like other programs, CACREP-accredited counselor education programs

must utilize multiple methods of assessment to capture a comprehensive understanding of program quality. Engagement Theory is a potentially viable framework through which CACREP-accredited counselor education programs can establish and evaluate program quality. Although no previous literature exists to connect CACREP and Engagement Theory, the main tenets of the theory parallel CACREP's emphasis on program quality. One example of this parallel is that both Engagement Theory and CACREP's standards emphasize engaged and supported stakeholders. Another example is that they both encourage ongoing program assessment and improvement. A third example is that both avoid comparison between programs but recognize that individual programs may vary in how they seek to uniquely accomplish their mission, goals, and objectives while still producing high-quality results. Use of Engagement Theory may aid administrators and faculty of CACREP-accredited counselor education programs in making program improvements and enhancing students' learning experiences.

### CHAPTER III

### METHODOLOGY

The importance of quality assurance in higher education and an explanation of Engagement Theory were presented in Chapters I and II. Specific emphasis was given to the value of including faculty and current students in program evaluation and how Engagement Theory shows potential as a useful program evaluation resource for CACREP-accredited counselor education programs. The present study explored this potential further. Chapter III describes the methodology used in this study, including research questions and hypotheses, participants, instruments, procedures and data analyses. Study data was collected in two waves (late spring and early fall 2009) in an effort to maximize the number of American colleges and universities with CACREP-accredited programs represented in the study. A second wave of data collection also allowed for the addition of two exploratory research questions involving students' satisfaction with the quality of their programs. Waves 1 and 2 were conducted using the same protocol with minor exceptions as indicated in Chapter III.

Before conducting the current study, a pilot study was conducted in early spring 2009 within the Department of Counseling and Educational Development at The University of North Carolina at Greensboro. Thirteen students and 8 faculty members participated in the pilot study. These 21 participants' mean scores revealed that they

perceived Engagement Theory's attributes as important indicators of program quality, which provided further foundation upon which to do the current study. However, no statistically significant conclusions could be drawn through the pilot study due to insufficient sample size. Instead, pilot study data were used to revise instruments and prepare for the current study.

### Research Questions and Hypotheses

The following research questions and hypotheses focused on the importance and presence of quality attributes (i.e., diverse and engaged participants, participatory cultures, interactive teaching and learning, connected program requirements, and adequate resources) as outlined in Engagement Theory. Questions and hypotheses examined perceptions of faculty and master's-level students in CACREP-accredited counselor education programs.

#### *Wave 1*

R1: How important are Engagement Theory's attributes of program quality as indicators of program quality?

H1: Students and faculty will rate the attributes as important (i.e., *important* to *very important*) indicators of program quality.

R2: Are students and faculty similar in how they rate the attributes as important indicators of program quality?

H2: Students and faculty will not differ significantly in their ratings of the attributes' importance with respect to program quality.

R3: Are the attributes present within CACREP-accredited counselor education programs?

H3: Students and faculty will indicate (i.e., *moderately agree to strongly agree*) that the attributes are present within their programs to varying degrees.

R4: Are students and faculty similar in how they rate the presence of the attributes within their programs?

H4: Students and faculty will not differ significantly in how they rate the presence of the attributes within their programs.

R5: Are students' and faculty members' program expectations met, as evidenced by the difference between their importance and presence ratings of the attributes?

H5: Students' and faculty members' program expectations will be met as indicated by the lack of statistically significant differences between the mean scores of their ratings of the attributes' importance and presence.

#### *Wave 2*

In Wave 2 of the study, master's-level counselor education students were surveyed to determine their satisfaction with the quality of their programs. The researcher also wanted to examine to what degree students' satisfaction could be predicted by the differences in their importance and presence mean scores from the *Survey of Program Quality Attributes*. Thus, research questions 1, 3, and 5 from Wave 1 of the study were repeated in Wave 2, and two exploratory research questions were added. These two questions and related hypotheses are presented below.

R6: How satisfied are students with the quality of their program?

H6: Students will express satisfaction (i.e., *satisfied* to *highly satisfied*) with the quality of their programs.

R7: To what extent can students' satisfaction with program quality be predicted by the differences between their importance and presence ratings of the attributes?

H7: The differences between their importance and presence ratings of the attributes will predict the students' satisfaction with program quality.

### Participants

Participants were faculty and master's-level students currently employed by or enrolled in CACREP-accredited counselor education programs in the continental United States. Faculty was defined as full-time/permanent and full-time/non-permanent professors who taught and/or supervised students within their CACREP-accredited counselor education program. Student participants were enrolled either full-time or part-time in any of the master's-level, CACREP-accredited specialty tracks (i.e., career; college; community; gerontological; marital, couple, and family; mental health; school; and, student affairs). These were the only criteria for participation in this study. Although both faculty and students participated in Wave 1, only students were recruited for Wave 2 due to the addition of the two population-specific research questions. Complete demographic charts are presented in Appendix B.

Prior to performing statistical analyses, 11 faculty and 15 students from Wave 1 and three students from Wave 2 were removed from data analyses because they failed to provide the name of their institution. This step was taken as a precautionary measure to ensure that only CACREP-accredited programs that had given prior authorization for

participant recruitment were represented in the study. Also excluded from statistical analyses were students who had completed less than 16 semester hours within their current programs. This step was taken to ensure that students had been enrolled in their programs long enough to be able to make informed decisions about the quality of their programs. Likewise, only full-time professors were recruited for participation in Wave 1 of the study to ensure that they were involved with their programs to an extent that allowed them to make informed decisions about program quality.

#### *Wave 1 Demographic Information*

Of 63 faculty who participated in Wave 1, 55 (87.3%) were full-time permanent employees, and 8 (12.7%) were full-time non-permanent employees. Faculty had worked three years or less ( $n = 22$ ), four to seven years ( $n = 12$ ), eight to 10 years ( $n = 7$ ), and more than 10 years ( $n = 22$ ) at their current institution. The majority of faculty participants were Caucasian ( $n = 49$ , 77.8%), female ( $n = 40$ , 63.5%), and between the ages of 50 and 59 years old ( $n = 27$ , 42.9%). Faculty participants were employed by public ( $n = 48$ , 76.2%) and private institutions ( $n = 15$ , 23.8%). Twenty-eight (44.4%) faculty members indicated that their counselor education programs enrolled students as cohort groups; 34 faculty members (54%) reported use of a non-cohort system. Finally, 37 faculty members (58.7%) were from master's-level counselor education programs, whereas 26 faculty members (41.3%) were from counselor education programs with both master's- and doctoral-level programs.

Of 344 student participants, the majority either identified as being enrolled in a community counseling track ( $n = 105$ , 30.5%) or school counseling track ( $n = 133$ ,



38.7%) although all of CACREP's accredited tracks were represented in Wave 1 of the study. One hundred students (29.1%) identified themselves as being enrolled part-time, and 244 (70.9%) identified as being enrolled full-time in their programs. As for semester hours completed, 89 (25.9%) had completed 16 to 30 hours prior to the semester in which they participated in the study; 146 students (42.4%) had completed 31 to 48 semester hours; 86 students (25%) had completed 49 to 60 hours; and 23 students (6.7%) had completed more than 60 hours. The majority of student participants were Caucasian (n = 271, 78.8%). African American students were the second highest group of student participants (n = 40, 11.6%). More female students (n = 298, 86.6%) participated than did males (n = 41, 11.9%). The majority of the students (n = 203, 59%) were between the ages of 20 and 29 years old. Public institutions were represented by 245 students (71.2%); 97 students (28.2%) were from private institutions. Students from cohort-based programs numbered 97 (28.2%). Seventy-six students (22.1%) were from non-cohort-based programs. Another 171 student participants (49.7%) indicated that they were unsure if their programs were cohort- or non-cohort-based programs. Finally, 200 students (58.1%) reported being from master's-level-only counselor education programs, whereas 144 (41.9%) reported being from programs with both master's- and doctoral-level programs.

#### *Wave 2 Demographic Information*

One hundred and thirty-seven students participated in Wave 2. Of these participants, the majority identified as being enrolled in a school counseling track (n = 73, 53.3%). Participants enrolled in a community counseling track (n = 23) and those

enrolled in a mental health track ( $n = 30$ ) comprised a combined 38.7% of Wave 2 participants. As in Wave 1, all of CACREP's accredited tracks were represented in the Wave 2. Forty-six students (33.6%) identified themselves as being enrolled part-time, and 91 (66.4%) identified as being enrolled full-time in their programs. As for semester hours completed, 38 (27.7%) had completed 16 to 30 hours prior to the semester in which they participated in the study; 70 students (51.1%) had completed 31 to 48 semester hours; 24 students (17.5%) had completed 49 to 60 hours; and 5 students (3.6%) had completed more than 60 hours. The majority of student participants were Caucasian ( $n = 115$ , 83.9%). More female students ( $n = 118$ , 86.1%) participated than did males ( $n = 19$ , 13.9%). The majority of the students ( $n = 83$ , 60.6%) were between the ages of 20 and 29 years old. Public institutions were represented by 111 students (81%); 26 students (19%) were from private institutions. Students from cohort-based programs numbered 48 (35%). Fifteen students (10.9%) were from non-cohort-based programs. As in Wave 1, a large number of students ( $n = 73$ , 53.3%) indicated that they were unsure if their program utilized a cohort model. Finally, 75 students (54.7%) reported being from master's-level-only counselor education programs, whereas 62 (45.3%) reported being from programs with both master's- and doctoral-level programs.

#### *Power Analysis for Wave 1*

For Wave 1, 63 faculty and 344 students participated. Post hoc power analyses for Wave 1 were conducted using G Power 3 (Faul, Erdfelder, Lang, & Buchner, 2007). For Wave 1, power analysis was based on independent t-tests between two groups (students and faculty). Input parameters were: two tails,  $d = 0.5$  (medium effect size),  $\alpha = .05$ ,

sample size group 1 = 63, and sample size group 2 = 344. Calculated output parameters were:  $t = 1.966$ ,  $df = 405$ , and power ( $1 - \beta$  error probability) = .95.

#### *Power Analysis for Wave 2*

For Wave 2, 137 students participated. Post hoc analyses for Wave 2 were conducted using G Power 3 (Faul, Erdfelder, Lang, & Buchner, 2007). For Wave 2, power analysis was based on multiple regression (omnibus,  $R^2$  deviation from zero). Input parameters were:  $f^2 = 0.15$  (medium effect size),  $\alpha = .05$ , total sample size = 137, and number of predictors = 5. Calculated output parameters were: noncentrality parameter  $\lambda = 20.55$ , critical  $F = 2.28$ , numerator  $df = 5$ , denominator  $df = 131$ , and power ( $1 - \beta$  error probability) = 0.95.

#### Instrumentation

Participants in Waves 1 and 2 of the study completed the *Survey of Program Quality Attributes* (SPQA; Kornelis, 2004; Mustan, 1998) and a brief demographic questionnaire. These two survey components were presented as one survey packet (Appendix C). Wave 2 participants completed these same instruments as well as an 11-item program satisfaction instrument (Appendix D). Again, the instruments were presented as one survey packet. Presented below are detailed descriptions of these survey components in the following order: SPQA, *Program Evaluation Survey* (used in Wave 2), and Demographic Questionnaire.

#### *Survey of Program Quality Attributes (SPQA)*

For her dissertation study, Mustan (1998) developed the SPQA to test the validity of Haworth and Conrad's (1997) 17 attributes of master's-level program quality. The

survey consists of two scales. The first—the *importance scale*—consists of 27 statements to which participants respond using a 5-point Likert-type scale (*not important, little importance, somewhat important, moderately important, very important*). The possible range of mean scores is between 1 (*not important*) and 5 (*very important*). For the current study, the researcher altered the response options to *not important, of little importance, moderately important, important, and very important*. This change was made to add clarity to the response options, while not altering the intention of Mustan’s survey.

The *importance scale*’s 27 items are grouped into their respective clusters and act as instrument subscales: cluster one – *diverse and engaged participants* (items 1, 2, 4, 8, 9, 11, 26); cluster two – *participatory cultures* (items 3, 12, 14, 15, 20, 27); cluster three – *interactive teaching and learning* (items 7, 16, 18, 21, 22, 24); cluster four – *connected program requirements* (items 5, 17, 23, 25); and, cluster five – *adequate resources* (items 6, 10, 13, 19). Participants are instructed to rate their degree of agreement with each statement in terms of what they perceive to be important, or ideal, indicators of program quality.

Like the *importance scale*, the *presence scale* consists of 27 items. These items are the same statements that comprise the *importance scale*. Although the statements are the same, the response options differ for the *presence scale* (*strongly disagree, moderately disagree, neither agree nor disagree, moderately agree, strongly agree*). The possible range of mean scores is between 1 (*strongly disagree*) and 5 (*strongly agree*).

The *presence scale*’s 27 items are grouped into their respective clusters (i.e., subscales): cluster one – *diverse and engaged participants* (items 28, 29, 31, 35, 36, 38,

53); cluster two – *participatory cultures* (items 30, 39, 41, 42, 47, 54); cluster three – *interactive teaching and learning* (items 34, 43, 45, 48, 49, 51); cluster four – *connected program requirements* (items 32, 44, 50, 52); and, cluster five – *adequate resources* (items 33, 37, 40, 46). Participants are instructed to rate their degree of agreement with items 28-54 in terms of what they perceive to be the reality in their own graduate program (i.e., are the attributes of program quality present in their program).

In selecting items for the survey, Mustan (1998) drew from Haworth and Conrad's (1997) Engagement Theory, which is based on the feedback of nearly 800 subjects in their qualitative study of program quality. The items addressed, in random order, the five clusters of attributes of program quality as defined by Engagement Theory. An expert panel examined and approved the list of survey items. This supported the overall content validity of the instrument. Mustan then tested the items with a sample of 12 faculty and 264 students (n=276) in the Department of Educational Administration at the University of Wisconsin-Madison.

The Cronbach's alpha score for the *importance scale* was .92 for students, with subscale alphas as follows: *diverse and engaged participants*, .73; *participatory cultures*, .77; *interactive teaching and learning*, .81; *connected program requirements*, .60; and *adequate resources*, .64. The Cronbach's alpha score of the *importance scale* was .87 for faculty, with subscale alphas as follows: *diverse and engaged participants*, .83; *participatory cultures*, .78; *interactive teaching and learning*, .66; *connected program requirements*, -.25; and *adequate resources*, .72. In response to the exceptionally low and negative Cronbach's alpha score for faculty on the subscale *connected program*

*requirements*, Mustan (1998) suggested that increasing the number of faculty in future studies may improve the subscale's reliability. The survey is the best existing instrument for testing Engagement Theory, and, thus, the researcher of the current study utilized the instrument to test Engagement Theory within CACREP-accredited counselor education programs.

As for the Cronbach's alpha scores of the *presence scale*, Mustan (1998) reported total scale scores of .93 for students and .85 for faculty. However, despite stating that she tested reliability of the subscales, Mustan failed to include those Cronbach's alpha scores in her results. No rationale was given for this omission. Nonetheless, Mustan's report of total scale scores for both the *importance* and *presence scales* (.92 and .93 for students; .87 and .85 for faculty) demonstrated that the instrument has good internal consistency.

Only one other published study has utilized the SPQA. In her dissertation study, Kornelis' (2004) used the instrument with a sample of 111 faculty and 172 students (n=283) from Master of Education member programs of the Council for Christian Colleges and Universities (CCCU). Kornelis did not provide instrument reliability data, and, therefore, the current study examined the instrument's reliability in an effort to contribute to instrument refinement and advancement of the literature regarding Engagement Theory. The researcher received Mustan's permission to use the instrument in this study (Appendix E).

#### *Program Evaluation Survey (PES)*

In addition to the SPQA, Kornelis (2004) included a one-item satisfaction measure that asked students if they were satisfied with the overall quality of their

program. Participants responded using a 5-point Likert-type scale (*not satisfied, slightly satisfied, moderately satisfied, satisfied, very satisfied*). To further explore students' satisfaction with the quality of their programs, the current study utilized the PES. This instrument was designed by administrators at the University of Illinois (UI) for program evaluation purposes. Specifically, the PES was intended to measure enrolled undergraduate students' perceptions of and satisfaction with various aspects of their respective departments, including instructional, curricular, advising, and operational aspects. The original 24-item instrument contained 11 items pertaining to satisfaction. Response options ranged from 1 (high) and 5 (low). In their quantitative study of satisfaction ratings by UI alumni (n=1,228) and UI enrolled students (n=4,573 enrolled students) from 20 departments, Wise, Hengstler, and Braskamp (1981) reported Horst reliability of the 11-item satisfaction subscale of the PES for enrolled students (Table 3) as follows:

**Table 3**

***Horst Reliability of 11 PES Satisfaction Items for Enrolled Students (Wise, Hengstler, & Braskamp, 1981, p. 74)***

Challenge of program	.90
Integration of courses	.92
Quality of instruction	.93
Texts and instructional materials	.85
Classroom evaluation procedures	.88
Accessibility of instructors	.94
Academic advising	.93
Vocational guidance	.91
Faculty-student communication	.91
Worth of program	.89
Overall satisfaction with program	.93

Wise, Hengstler, and Braskamp utilized Horst reliability coefficients because they allowed for interdepartmental comparisons, but noted that these coefficients are highly influenced by sample size. The current study utilized this same 11-item subscale as a measure of program satisfaction for student participants of the study. A five-point, Likert-type scale was utilized wherein students could respond from 1 (*highly satisfied*) to 5 (*not satisfied*). The use of a multiple-item satisfaction measure is one of the unique contributions of the current study to the existing literature related to Engagement Theory.

#### *Demographics Questionnaire*

Like Mustan's (1998) and Kornelis' (2004) studies, the current study included a brief set of demographic questions. Student demographic questions covered the following areas: counseling track in which the student is enrolled; current enrollment status (part-time or full-time); semester hours completed prior to the current semester; ethnicity;



gender; age, public or private institution; cohort or non-cohort; master's-level only or master's- and doctoral-level program; and name of college or university. Faculty demographic questions covered the following areas: current employment status (full-time permanent or full-time non-permanent); length of employment at current institution; ethnicity; gender; age; public or private institution; cohort or non-cohort; master's-level only or master's- and doctoral-level program; and name of college or university.

### Procedures

Systematic sampling was intended to be used to recruit participants for this study at the program level. The researcher first chose every fifth counselor education program listed as of February 2009 in CACREP's online directory of accredited counselor education programs (Appendix F). She then emailed program chairpersons (Appendix G), provided them with a description of the study, and requested that they agree to forward her electronic invitation to participate in the study via departmental listservs. With their approval, the researcher replied by sending the chairpersons an email that they could send across their program listservs (Appendix H). That email contained an invitation to participate in the study and an electronic link that directed participants to the online survey. After only approximately 10 of the originally-selected 45 programs agreed to assist the researcher, the researcher selected every sixth program in the CACREP directory and repeated the same recruitment steps. After limited response, the researcher selected every third program and repeated recruitment steps. Every seventh program, and finally, all other CACREP-accredited programs eligible for the study were contacted in hopes of obtaining sufficient sample size (particularly faculty sample size). Thus, the

researcher attempted to contact all eligible CACREP-accredited counselor education programs for participation in the current study because systematic sampling was not successful in achieving sufficient sample size.

Ultimately, students and faculty from 50 of 228 colleges and universities with CACREP-accredited counselor education programs participated in Wave 1 (the researcher did not count her own institution or one accredited program outside the United States in the total N). Additional program chairpersons indicated interest in participating but informed the researcher she would need approval through their respective Institutional Review Boards. In light of that interest and the relatively low percentage of CACREP-accredited programs represented in Wave 1 of the study, the researcher decided to do a second wave of data collection in fall 2009. Eighteen colleges and universities participated in the second wave, bringing the total sample size to 68 (30%) of 228 eligible institutions.

In Waves 1 and 2, prior to taking the online survey, participants were directed to read and accept the terms of a consent form (Appendix I) that explained the study and their rights as participants. Access to the survey depended upon their electronic agreement with the consent form. Participation in the study required no more than 20 minutes of participants' time. The survey was designed and distributed through Survey Monkey, an online survey company.

### Data Analysis

Descriptive and inferential statistics were used to analyze data for this study. SPSS 16.0 was used to run the following statistical analyses for Wave 1:

H1: Summary statistics were used to analyze students' and faculty's ratings of the attributes as important (i.e., *important* to *very important*) indicators of program quality.

H2: Independent *t*-tests were used to analyze differences in students' and faculty's ratings of the attributes' importance with respect to program quality.

H3: Summary statistics were used to analyze students' and faculty's agreement with the presence of the attributes within their programs.

H4: Independent *t*-tests were used to analyze differences in how students and faculty rate the presence of the attributes within their programs.

H5: Paired *t*-tests were used to analyze the differences in mean scores of students' and faculty members' respective ratings of the importance and presence of the clusters of attributes of program quality. Inferences about the significance of the differences allowed the researcher to better understand how well programs were meeting students' and faculty's program expectations.

Wave 2 involved research questions and hypotheses 1, 3, and 5 and utilized the same statistical analyses as in Wave 1. Two exploratory questions were added to Wave 2, and those statistical analyses are listed below:

H6: Summary statistics were used to analyze how satisfied students are with the quality of their program.

H7: Multiple linear regression was used to analyze the extent to which students' satisfaction with the overall quality of their programs could be predicted by the mean differences in their importance and presence ratings of the attributes.

## Summary

Chapter III presented the methodology used for Waves 1 and 2 of the current study, including research questions and hypotheses, participants, instruments, procedures and data analyses. Findings from both waves will be presented in the following chapter.

## CHAPTER IV

### RESULTS

This chapter presents the results of data analyses from Waves 1 and 2 of the study. Data from the two, independent waves is presented in separate subsections of Chapter IV. For both waves, reliability of the *Survey of Program Quality Attributes* (SPQA) is reported first (Table 4). Next, research questions are listed and analyses to test for each research hypothesis are described. The chapter concludes with a brief summary.

#### Wave 1

##### *Instrument Reliability*

Before conducting data analysis of the study's hypotheses, the researcher examined the reliability of the SPQA using Cronbach's alpha. The Cronbach's alpha score for the *importance scale* was .88 for students, with subscale alphas as follows: *diverse and engaged participants*, .71; *participatory cultures*, .70; *interactive teaching and learning*, .62; *connected program requirements*, .44; and *adequate resources*, .50. Thus, although total scale reliability for students was good, the subscales' reliability for students ranged from moderately low to moderate.

The Cronbach's alpha score for the *importance scale* was .90 for faculty, with subscale alphas as follows: *diverse and engaged participants*, .73; *participatory cultures*, .75; *interactive teaching and learning*, .72; *connected program requirements*, .24; and

*adequate resources*, .56. Similar to that of students, the *importance scale*'s total scale reliability for faculty was good. Reliability for three of the subscales was moderate; reliability for two of the subscales (*connected program requirements*, *adequate resources*) was moderately low.

The Cronbach's alpha score for the *presence scale* was .94 for students, with subscale alphas as follows: *diverse and engaged participants*, .81; *participatory cultures*, .86; *interactive teaching and learning*, .81; *connected program requirements*, .57; and *adequate resources*, .62. Overall reliability of the *presence scale* was good, as was the reliability of three of its subscales. The reliability for *connected program requirements* and *adequate resources* was moderately low.

The Cronbach's alpha score for the *presence scale* was .93 for faculty, with subscale alphas as follows: *diverse and engaged participants*, .83; *participatory cultures*, .88; *interactive teaching and learning*, .79; *connected program requirements*, .18; and *adequate resources*, .57. Reliability of the *presence scale*'s subscales ranged from unacceptable (*connected program requirements*) to good; the overall scale reliability was good.

In addition to computing Cronbach's alphas, the researcher also computed item-total correlations. These correlations are presented in Appendix I. For students and faculty, subscale correlations of the *importance* and *presence scales* typically ranged from moderate to good. For both groups, subscale correlations of the *presence scale* were typically slightly higher than those of the *importance scale*.

**Table 4**

***Reliability Data for Total and Subscales of the Survey of Program Quality Attributes—***

***Wave 1***

	<b>Students</b>	<b>Faculty</b>
<b>Total importance</b>	.88	.90
Diverse & engaged participants	.71	.73
Participatory cultures	.70	.75
Interactive teaching & learning	.62	.72
Connected program requirements	.44	.24
Adequate resources	.50	.56
<b>Total presence</b>	.94	.93
Diverse & engaged participants	.81	.83
Participatory cultures	.86	.88
Interactive teaching & learning	.81	.79
Connected program requirements	.57	.18
Adequate resources	.62	.57

Note. Reliability scores are Cronbach's alpha coefficients.

***Research Questions***

The purpose of this study was to test the importance and presence of Engagement Theory's attributes of program quality as perceived by faculty and master's-level counseling students within CACREP-accredited counselor education programs. Results of analyses to test the following research questions within Wave 1 are reported below.

1. How important are Engagement Theory's attributes of program quality as indicators of program quality?
2. Are students and faculty similar in how they rate the attributes as important indicators of program quality?
3. Are the attributes present within CACREP-accredited counselor education programs?

4. Are students and faculty similar in how they rate the presence of the attributes within their programs?
5. Are students' and faculty members' program expectations met, as evidenced by the difference between their importance and presence ratings of the attributes?

*Research question 1*

The first research question explored students' and faculty members' perceptions of the importance of Engagement Theory's attributes of program quality. The *importance scale's* 27 items were grouped in their respective clusters prior to the calculation of summary statistics (i.e., means and standard deviations) for students and faculty. Observed responses by students and faculty ranged from 1 to 5. Table 5 further summarizes students' and faculty members' perceptions of the importance of the attributes. As hypothesized, students and faculty perceived the attributes as important, which is evidenced by mean scores above 4.

**Table 5**

***Importance of Program Quality Attributes—Wave 1***

Subscale	Students		Faculty	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Diverse and Engaged Participants	4.34	.44	4.52	.40
Participatory Cultures	4.41	.44	4.56	.45
Interactive Teaching and Learning	4.21	.45	4.28	.46
Connected Program Requirements	4.23	.46	4.43	.37
Adequate Resources	4.35	.48	4.20	.49



### *Research question 2*

The second research question examined the differences in perceptions held by students and faculty regarding the importance of the attributes of program quality. Independent *t*-tests (two-tailed,  $\alpha=.05$ ) were conducted to compare students' and faculty's composite means for each of the five clusters within the *importance scale*. Unlike what was hypothesized, statistically significant differences existed between students' and faculty's perceptions of the importance of the attributes in four of the five subscales. Faculty members tended to rate the importance of attributes in the *diverse and engaged participants*, *participatory cultures*, and *connected program requirements* subscales higher than did students. Students tended to rate the importance of the attributes within the *adequate resources* subscale higher than did faculty. Students and faculty did not differ significantly on the subscale of *interactive teaching and learning*. Table 6 presents the results of independent *t*-tests conducted to answer this research question.

**Table 6**

#### ***Differences in Perceptions of the Importance of Attributes—Wave 1***

Subscale	<i>T</i>	<i>Df</i>	<i>P</i>
Diverse and Engaged Participants	2.972	405	*.003
Participatory Cultures	2.446	405	*.015
Interactive Teaching and Learning	1.048	405	.295
Connected Program Requirements	3.231	405	*.001
Adequate Resources	2.252	405	*.025

Note: Equal variances assumed; sig. 2-tailed, \* $p<.05$

### *Research question 3*

The third research question explored students' and faculty members' perceptions of the presence of Engagement Theory's attributes of program quality within their own CACREP-accredited counselor education programs. The *presence scale's* 27 items were grouped in their respective clusters prior to the calculation of summary statistics for students and faculty. Observed responses for both students and faculty ranged from 1 to 5. Table 7 further summarizes students' and faculty members' perceptions of the presence of the attributes within their current programs. Despite the hypothesis that students and faculty would indicate (i.e., *moderately agree* to *strongly agree*) that the attributes were present within their programs, results were mixed. Students' mean scores revealed that they neither agreed nor disagreed with the presence of attributes from three subscales: *diverse and engaged participants*, *interactive teaching and learning*, and *adequate resources*. Students, however, perceived the attributes of *participatory cultures* and *connected program requirements* as present within their programs. Faculty perceived the attributes of four of the subscales as present within their programs: *diverse and engaged participants*, *participatory cultures*, *interactive teaching and learning*, and *connected program requirements*. Faculty, however, neither agreed nor disagreed with the presence of *adequate resources* within their program. Students' and faculty members' mean presence scores only partially supported Hypothesis 3.

**Table 7*****Presence of Program Quality Attributes—Wave 1***

Subscale	Students		Faculty	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Diverse and Engaged Participants	3.98	.67	4.17	.66
Participatory Cultures	4.04	.74	4.24	.72
Interactive Teaching and Learning	3.86	.76	4.11	.62
Connected Program Requirements	4.20	.59	4.39	.46
Adequate Resources	3.61	.75	3.69	.73

*Research question 4*

The fourth research question examined the differences in perceptions held by students and faculty regarding the presence of the attributes of program quality within their current counselor education programs. Independent *t*-tests (two-tailed,  $\alpha=.05$ ) were conducted to compare students' and faculty's composite means for each of the five clusters within the *presence scale*. Statistically significant differences existed between students' and faculty members' perceptions of the presence of three of the five clusters of attributes: *diverse and engaged participants*, *interactive teaching and learning*, and *connected program requirements*. In each of these clusters of attributes, faculty members' mean presence scores were higher than students' mean presence scores. Table 8 summarizes the findings from this research question, which are mixed in terms of the hypothesis that students and faculty would not differ significantly in how they rated the presence of the attributes within their programs.

**Table 8**

***Differences in Perceptions of the Presence of Attributes—Wave 1***

<b>Subscale</b>	<b><i>T</i></b>	<b><i>df</i></b>	<b><i>P</i></b>
Diverse and Engaged Participants	2.083	405	*.038
Participatory Cultures	1.978	405	.049
Interactive Teaching and Learning	2.459	405	*.014
Connected Program Requirements	2.405	405	*.017
Adequate Resources	.782	405	.435

Note: Equal variances assumed; Sig. 2-tailed, \* $p < .05$

*Research question 5*

The fifth research question assessed whether or not students' and faculty members' program expectations were met, as evidenced by the difference between their respective ratings of the importance and presence of Engagement Theory's attributes of program quality. Exploring participants' program expectations was another unique contribution of the current study to the existing literature related to Engagement Theory. Research question 5 required a two-part analysis process. First, two sets of paired *t*-tests were conducted (two-tailed,  $\alpha = .05$ )—one for students and one for faculty. Results of these tests are presented in Tables 9 and 10. For students, only the subscale of *connected program requirements* failed to produce statistically significant results. For faculty, the subscales of *interactive teaching and learning* and *connected program requirements* did not produce statistically significant results.

**Table 9**

***Difference in Importance and Presence of Attributes for Students—Wave 1***

<b>Subscale</b>	<b><i>T</i></b>	<b><i>df</i></b>	<b><i>P</i></b>
Diverse and Engaged Participants	9.503	343	*.000
Participatory Cultures	7.859	239	*.000
Interactive Teaching and Learning	8.245	319	*.000
Connected Program Requirements	1.026	319	.306
Adequate Resources	16.754	343	*.000

Note: Sig. 2-tailed, \*p=.000

**Table 10**

***Difference in Importance and Presence of Attributes for Faculty—Wave 1***

<b>Subscale</b>	<b><i>T</i></b>	<b><i>df</i></b>	<b><i>P</i></b>
Diverse and Engaged Participants	3.820	62	*.000
Participatory Cultures	3.373	54	*.001
Interactive Teaching and Learning	1.798	54	.078
Connected Program Requirements	1.012	54	.316
Adequate Resources	4.992	54	*.000

Note: Sig. 2-tailed, \*p<.002

The second step in answering the fifth research question of Wave 1 required an examination of students' and faculty members' actual mean scores for each of the subscales. The researcher hypothesized that students' and faculty members' program expectations would be met as indicated by lack of statistically significant differences in their respective mean scores within the five clusters of program quality attributes. Where statistically significant differences existed, the researcher would examine the differences in mean scores among the five clusters to determine if participants' program expectations were either being exceeded or not being met. That is, if students' and faculty members' program expectations were being exceeded, then their respective mean presence scores would be higher than their mean importance scores thereby producing a negative mean

score ( $M < 0$ ) when mean presence scores were subtracted from mean importance scores.

If students' and faculty members' program expectations were not being met, then their respective mean presence scores would be lower than their mean importance scores.

Tables 11 and 12 present mean scores for students' and faculty members' importance and presence ratings.

**Table 11**

***Students' Ratings of Program Quality Attributes—Wave 1***

Subscale	Importance		Presence	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Diverse and Engaged Participants	4.34	.44	3.98	.67
Participatory Cultures	4.41	.44	4.04	.74
Interactive Teaching and Learning	4.21	.45	3.86	.76
Connected Program Requirements	4.23	.46	4.20	.59
Adequate Resources	4.35	.48	3.61	.75

**Table 12**

***Faculty Members' Ratings of Program Quality Attributes—Wave 1***

Subscale	Importance		Presence	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Diverse and Engaged Participants	4.52	.40	4.17	.66
Participatory Cultures	4.56	.45	4.24	.72
Interactive Teaching and Learning	4.28	.46	4.11	.62
Connected Program Requirements	4.43	.37	4.39	.46
Adequate Resources	4.20	.49	3.69	.73

Upon examining the differences in mean scores for importance and presence, it was first noted that each of the five clusters' mean importance scores were higher than their mean presence scores for both students and faculty. For students, the fact that mean scores for importance and presence in the *connected program requirements* cluster were

nearly equal and did not produce statistically significant results in paired *t*-tests (Table 9) suggests that students' expectations of their programs may have been met. Paired *t*-tests in the other four clusters produced significant results ( $p = .000$ ), with mean importance scores always higher than mean presence scores. This outcome suggests that students' expectations of their programs were not being met in these areas of program quality. Thus, the researcher's hypothesis that students' expectations would be met proved true in only one cluster of program quality attributes (*connected program requirements*).

For faculty, the subscales of *interactive teaching and learning* and *connected program requirements* did not produce statistically significant results (Table 10), which suggests that faculty members' expectations of their programs were being met in these two areas of program quality. The other three clusters of attributes produced statistically significant results ( $p < .002$ ) in paired *t*-tests, but as with students, mean importance scores for faculty were higher than mean presence scores. This suggests that faculty members' expectations of their programs were not being met in these areas of program quality. Thus, the researcher's hypothesis that faculty members' expectations would be met proved true only for the clusters *interactive teaching and learning* and *connected program requirements*.

#### *Summary of Wave 1 Results*

Results from Wave 1 of this study provide a number of interesting findings regarding students and faculty members' perceptions of Engagement Theory's attributes of program quality. Results for Hypothesis 1 revealed that both groups considered the five clusters of attributes as important indicators of program quality, thus giving

credibility to Engagement Theory as a potential program evaluation tool for use within CACREP-accredited counselor education programs. Faculty tended to rate the importance of the attributes slightly higher than students (except in the *adequate resources* cluster), and the two groups' varying perceptions of the attributes produced a statistically significant difference when independent *t*-tests were conducted. Only for the *interactive teaching and learning* subscale, or cluster of attributes, were students' and faculty members' perceptions of importance not significantly different.

In response to questions about the presence of Engagement Theory's attributes within their current programs, faculty expressed moderate agreement with the presence of four of the five clusters of attributes (with the exception of *adequate resources*), whereas students only expressed moderate agreement with the presence in their programs of the attributes of *participatory cultures* and *connected program requirements*. Thus, faculty members seemed to generally perceive their programs as being of higher quality than did students, as evidenced by faculty members' higher ratings of the attributes and higher ratings across more of the clusters of attributes. Statistically significant differences between faculty members' and students' perceptions of presence existed in three of the five clusters of attributes: *diverse and engaged participants*, *interactive teaching and learning*, and *adequate resources*.

Paired *t*-tests and examination of mean differences between students' and faculty members' respective importance and presence ratings revealed that both groups' program expectations may have been met in the areas of *connected program requirements* (true for students and faculty) and *interactive teaching and learning* (true for faculty).



Students' and faculty members' program expectations may not have been satisfied in regards to the other program quality attributes as outlined by Engagement Theory. Students' and faculty members' importance ratings were slightly higher than their presence ratings, indicating they valued the attributes of program quality to a greater extent than they experienced in reality in their current programs. In none of the five clusters of attributes of program quality were students' and faculty members' program expectations exceeded.

## Wave 2

### *Instrument Reliability*

As in Wave 1, the researcher examined the reliability of the *Survey of Program Quality Attributes* in Wave 2 (Table 13). The Cronbach's alpha score for the *importance scale* was .87 for students, with subscale alphas as follows: *diverse and engaged participants*, .67; *participatory cultures*, .53; *interactive teaching and learning*, .66; *connected program requirements*, .52; and *adequate resources*, .34. Thus, although total scale reliability for students was good, the subscales' reliability for students ranged from moderately low to moderate.

The Cronbach's alpha score for the *presence scale* was .93 for students, with subscale alphas as follows: *diverse and engaged participants*, .76; *participatory cultures*, .84; *interactive teaching and learning*, .81; *connected program requirements*, .41; and *adequate resources*, .63. Overall reliability of the *presence scale* was good, as was the reliability of three of its subscales. The reliability for *connected program requirements* and *adequate resources* was moderately low to moderate.

In addition to computing Cronbach's alphas, the researcher also computed item-total correlations for Wave 2. These correlations are presented in Appendix J. Subscale correlations of the *importance* and *presence scales* typically ranged from moderate to good.

**Table 13**

***Reliability Data for Total and Subscales of the Survey of Program Quality Attributes—  
Wave 2***

	Students
<b>Total importance</b>	.87
Diverse & engaged participants	.67
Participatory cultures	.53
Interactive teaching & learning	.66
Connected program requirements	.52
Adequate resources	.34
<b>Total presence</b>	.93
Diverse & engaged participants	.76
Participatory cultures	.84
Interactive teaching & learning	.81
Connected program requirements	.41
Adequate resources	.63

Note. Reliability scores are Cronbach's alpha coefficients.

Reliability of the *Program Evaluation Survey*, which assessed students' current satisfaction with various aspects of their programs, also was analyzed. The Cronbach's alpha score for the total scale was .93, which indicates good reliability.

### *Research Questions*

In Wave 2, the researcher repeated research questions 1, 3, and 5 from Wave 1 and added two additional research questions. Results of analyses to test the following research questions within Wave 2 are reported below.

1. How important are Engagement Theory's attributes of program quality as indicators of program quality?
2. Are the attributes present within CACREP-accredited counselor education programs?
3. Are students' program expectations met, as evidenced by the difference between their importance and presence ratings of the attributes?
4. How satisfied are students with the overall quality of their program?
5. To what extent can students' satisfaction with the overall quality of their programs be predicted by the differences between their importance and existence ratings of the attributes?

#### *Research question 1*

The first research question within Wave 2 explored students' perceptions of the importance of Engagement Theory's attributes of program quality. Once again, the *importance scale's* 27 items were grouped in their respective clusters prior to the calculation of summary statistics (i.e., means and standard deviations). Observed responses ranged from 1 to 5. Table 14 further summarizes students' perceptions of the importance of the attributes. As hypothesized, students perceived the attributes as important, which is evidenced by mean scores above 4.

**Table 14**

***Importance of Program Quality Attributes—Wave 2***

Subscale	Students	
	M	SD
Diverse and Engaged Participants	4.25	.42
Participatory Cultures	4.33	.39
Interactive Teaching and Learning	4.17	.49
Connected Program Requirements	4.16	.52
Adequate Resources	4.32	.46

*Research question 2*

The second research question explored students' perceptions of the presence of Engagement Theory's attributes of program quality within their own CACREP-accredited counselor education programs. The *presence scale's* 27 items were grouped in their respective clusters prior to the calculation of summary statistics. Observed responses ranged from 1 to 5. Table 15 further summarizes students' perceptions of the presence of the attributes within their current programs. Despite the hypothesis that students would indicate (i.e., *moderately agree to strongly agree*) that the attributes were present within their programs, students in Wave 2 primarily indicated that they "neither agreed nor disagreed" that the attributes were present. Only for the *connected program requirements* cluster did mean scores indicate that students agreed the attributes were present within their programs. Thus, the hypothesis that students would perceive the attributes as present was largely not supported.

**Table 15*****Presence of Program Quality Attributes—Wave 2***

Subscale	Students	
	<i>M</i>	<i>SD</i>
Diverse and Engaged Participants	3.90	.62
Participatory Cultures	3.91	.73
Interactive Teaching and Learning	3.74	.78
Connected Program Requirements	4.13	.59
Adequate Resources	3.60	.76

***Research question 3***

The third research question, which required a two-part analysis process, assessed whether or not students' program expectations were met, as evidenced by the difference between their ratings of the importance and presence of Engagement Theory's attributes of program quality. First, paired *t*-tests were conducted (two-tailed,  $\alpha=.05$ ). Results of these tests are presented in Table 16. Only the subscale of *connected program requirements* failed to produce statistically significant results.

**Table 16*****Difference in Importance and Presence of Attributes for Students—Wave 2***

Subscale	<i>T</i>	<i>df</i>	<i>P</i>
Diverse and Engaged Participants	7.010	136	*.000
Participatory Cultures	6.975	136	*.000
Interactive Teaching and Learning	6.337	136	*.000
Connected Program Requirements	.634	136	.527
Adequate Resources	11.616	136	*.000

Note: Sig. 2-tailed, \* $p=.000$

The second step in answering the second wave's third research question required an examination of students' actual mean scores for each of the subscales. The researcher

hypothesized that students' program expectations would be met as indicated by a lack of statistically significant differences between their mean importance scores and their mean presence scores. If students' expectations were not being met, then statistically significant differences would exist, with mean importance scores being higher than mean presence scores. If students' expectations were being exceeded, statistically significant differences would exist, with mean presence scores being higher than mean importance scores and produce a negative score ( $M < 0$ ) when mean presence scores were subtracted from mean importance scores. Table 17 presents mean scores for students' importance and presence ratings.

**Table 17**

***Students' Ratings of Program Quality Attributes—Wave 2***

Subscale	Importance		Presence	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Diverse and Engaged Participants	4.25	.42	3.90	.62
Participatory Cultures	4.33	.39	3.91	.73
Interactive Teaching and Learning	4.17	.49	3.74	.78
Connected Program Requirements	4.16	.52	4.13	.59
Adequate Resources	4.32	.46	3.60	.76

For the four clusters in which paired *t*-tests revealed statistically significant results ( $p = .000$ , Table 16), presence scores were not higher than importance scores, which indicates that students' expectations were not being met. The lack of statistical significance for the subscale of *connected program requirements* suggests students' expectations were being met in regard to this subscale, or cluster attributes, of program quality. Thus, Hypothesis 5, which stated that students' expectations of their program

would be met, was supported for only one of the five clusters of attributes of program quality. Students' program expectations were not exceeded in any of the clusters.

#### *Research question 4*

The fourth research question was exploratory in nature and explored students' overall satisfaction with their programs. Students' responses to the 11 items of the *Program Evaluation Survey* were averaged together for a combined mean score. Observed responses ranged from 1 to 5. As hypothesized, students expressed satisfaction (i.e., *satisfied to highly satisfied*) with the overall quality of their programs, which was evidenced by an overall mean score under 3 ( $M = 2.17$ ,  $SD = .81$ ).

#### *Research question 5*

The final question of Wave 2, also exploratory in nature, examined to what extent students' satisfaction ratings could be predicted by the mean differences between their importance and presence ratings of Engagement Theory's attributes of program quality (i.e., the extent to which their expectations were being met through their programs). Mean differences between importance and presence ratings for each of the five clusters of attributes served as independent variables. Students' total satisfaction mean score served as the dependent variable. A linear regression was run to test the hypothesis, which stated that the differences between their importance and presence ratings of the attributes would predict students' satisfaction with program quality. The regression was run using the Enter method. Regression analyses indicated that the model significantly predicted students' combined mean satisfaction score,  $F(5, 131) = 26.27$ ,  $p = .000$ .  $R^2$  for the model was .50 and adjusted  $R^2$  was .48. Table 18 presents the unstandardized regression

coefficients (*b*), the standard error (*SE b*), the standardized regression coefficients (*Beta*), and the significance level (*p*) for each variable.

**Table 18**

***Summary of Linear Regression Analyses of the Differences between Importance and Presence Ratings as Predictors of Students' Program Satisfaction***

<b>Variable</b>	<b><i>B</i></b>	<b><i>SE b</i></b>	<b><i>Beta</i></b>	<b><i>p</i></b>
Diverse and Engaged Participants	.356	.127	.264	.006
Participatory Cultures	.362	.115	.314	.002
Interactive Teaching and Learning	.173	.100	.170	.086
Connected Program Requirements	-.060	.119	-.043	.614
Adequate Resources	.110	.102	.101	.282

*Diverse and engaged participants* ( $t = 2.80, p = .006$ ) and *participatory cultures* ( $t = 3.16, p = .002$ ) were significant predictors of students' program satisfaction. *Interactive teaching and learning*, *connected program requirements*, and *adequate resources* were not significant predictors. Together, these five variables contribute to 50% of the variance explained by the model. Based on these results, Hypothesis 5 was only partially supported.

#### *Summary of Wave 2 Results*

Results of Wave 2 of this study provide additional data with which to determine the utility of Engagement Theory as a potential program evaluation tool within counselor education programs. Students in Wave 2 perceived Engagement Theory's attributes of quality as important, which supported Hypothesis 1. However, students perceived only one of the five clusters of attributes—*connected program requirements*—as present in



their programs. Mean scores for the other four clusters indicated that students “neither agreed nor disagreed” that the attributes were present in their programs. Thus, Hypothesis 2 was largely unsupported. Similarly, Hypothesis 3 was only supported for the cluster of *connected program requirements*. This validated students’ perception of the presence of this cluster of program quality attributes and indicated that their program expectations are generally not being met in their counselor education programs. Despite these findings, students indicated that they were satisfied with the program quality of their programs, which supported Hypothesis 4 for Wave 2. Linear regression analysis for the final research question indicated that students’ satisfaction with program quality could be predicted by the differences in their mean importance and presence ratings of the attributes of program quality. In particular, two of Engagement Theory’s five clusters of program quality attributes were significant predictors of students’ overall program satisfaction—*diverse and engaged participants* and *participatory cultures*.

## CHAPTER V

### DISCUSSION AND IMPLICATIONS

#### Overview

In this final chapter, study results are summarized and interpreted, related implications for counselor education are discussed, limitations are identified, and recommendations for future research are presented. These issues are addressed within the context of the literature reviewed in Chapter Two and the research hypotheses.

#### Summary

At the time this study was conducted (late spring and early fall semesters, 2009), 230 institutions possessed CACREP-accredited counselor education programs. One of these was outside the United States and one was the researcher's university. These two programs were not eligible for participation in the study, leaving  $N = 228$ . Students and faculty from a total of 68 programs (30%) participated in the study, which was conducted in two waves (spring and fall). Wave 1 consisted of 63 faculty and 344 student participants. Wave 2, which did not require faculty participation, consisted of 137 student participants. Study participants in Wave 1 confidentially completed the *Survey of Program Quality Attributes* (SPQA; Mustan, 1998) and demographic questionnaires online via Survey Monkey from mid-March to early April 2009. Study participants in Wave 2, which ran from early to mid-September, completed the same online instruments

as those participants in Wave 1. Study participants in Wave 2 also completed the *Program Evaluation Survey* (PES; Wise, Hengstler, & Braskamp, 1981).

#### *Wave 1*

Research hypothesis 1 stated that students and faculty would rate Engagement Theory's attributes of program quality as important (i.e., *important* to *very important*) indicators of program quality. Summary statistics were analyzed using SPSS 16.0 and revealed that students and faculty in Wave 1 of the study did, in fact, perceive the attributes as important indicators of program quality. This finding was consistent with Mustan's (1998) and Kornelis' findings (2004). Establishing that students and faculty in the current study rated the attributes as important provided a necessary foundation upon which to continue the investigation of the remaining hypotheses. Interestingly, in Wave 1, faculty members' mean importance scores were higher than those of students in all clusters of attributes except *adequate resources*, where students' mean importance scores were higher. Mustan did not compute or compare subscale mean scores of students and faculty. Kornelis did and found, as in the current study, that faculty members' mean importance scores were higher than students' mean importance scores on all 5 subscales.

Research Hypothesis 2 stated that students and faculty would not differ significantly in their ratings of the attributes' importance with respect to program quality. Independent *t*-tests were conducted and revealed that significant differences did, in fact, exist between students' and faculty members' ratings of the importance of the attributes on four of the five subscales. The one subscale, or cluster, of attributes in which there was not a significant difference between students' and faculty members' perceptions was

that of *interactive teaching and learning*. Thus, Hypothesis 2 was primarily not supported. These results are consistent with Engagement Theory's recognition of the fact that, as important stakeholders, students and faculty may value the attributes of program quality as important but still differ on the extent to which they see the attributes as important (Haworth & Conrad, 1997).

Hypothesis 3 stated that students and faculty would indicate (i.e., *moderately agree to strongly agree*) that that Engagement Theory's attributes of program quality were present within their current CACREP-accredited counselor education programs. Based on summary statistics, this hypothesis was partially supported for both groups. Students perceived the clusters *participatory cultures* and *connected program requirements* as present in their programs. However, they neither agreed nor disagreed that the clusters *diverse and engaged participants*, *interactive teaching and learning*, and *adequate resources* were present within their programs. Faculty perceived four of the five clusters of attributes as present within their programs. Only for *adequate resources* did faculty neither agree nor disagree regarding the presence of this cluster of attributes within their programs. Given CACREP's long-time commitment to program quality in counselor education (CACREP, 2001, 2009; Haight, 1992), it was not surprising that students and faculty of accredited programs did, in fact, recognize some of Engagement Theory's attributes of program quality as present within their programs. Mustan's (1998) and Kornelis' (2004) studies resulted in similar findings.

Students' and faculty members' lower mean scores in the area of adequate resources also was not surprising given that stakeholders across all types of organizations

might generally hope for increased and improved resources. Lack of adequate resources would also be an understandable outcome of the economic recession in which this study took place (Blumenstyk, 2009). Still another reason that faculty members may have neither agreed nor disagreed with the presence of adequate resources within their programs was that faculty members are often closely involved with budget discussions and long-term planning. As such, they may have a greater vision for “what could be” if their programs had more resources available.

Although adequate resources is important, equally important to Engagement Theory’s emphasis on students’ personal and professional growth is the presence of diverse and engaged participants and interactive teaching and learning (Haworth & Conrad, 1997). The fact that students in Wave 1 indicated they neither agreed nor disagreed with the presence of these clusters of program quality attributes may be of significance to program leaders who wish to enhance these aspects of students’ educational experiences.

Hypothesis 4 stated that students and faculty would not differ significantly in how they rated the presence of the attributes within their programs. Independent *t*-tests supported this hypothesis for two of the five subscales (*participatory cultures* and *adequate resources*). However, students’ and faculty’s differences in ratings of the presence of the attributes of program quality were significantly different for the subscales *diverse and engaged participants*, *interactive teaching and learning*, and *connected program requirements*. These results failed to support Hypothesis 4. Here again, faculty and students are unique stakeholder groups with unique vantage points and personal and

professional needs (Maki, 2004; Palomba & Banta, 1999), and this, among other factors, may partially explain their differences.

Hypothesis 5 stated that students' and faculty members' program expectations would be met as indicated by the lack of statistically significant differences between the mean scores of their respective ratings of the attributes' importance and presence. For students and for faculty, paired *t*-tests indicated that significant differences did not exist between their respective importance and presence ratings on the subscale *connected program requirements*. This suggested that their program expectations were being met in this area of program quality. For faculty, paired *t*-tests also indicated that significant differences did not exist between their importance and presence ratings on the subscale *interactive teaching and learning*. Thus, faculty members' program expectations were considered to be met in this area of program quality.

Upon further review of the statistically significant differences revealed through independent *t*-tests run for research question 5 and their related mean importance and mean presence scores, it was notable that students' and faculty members' respective mean importance scores were always higher than their respective mean presence scores. This suggested that there is a gap between the presence of quality program attributes and high expectations of quality for both students and faculty members. Specifically, for students, program expectations were not met in the following areas of program quality: *diverse and engaged participants, participatory cultures, interactive teaching and learning, and adequate resources*. For faculty, program expectations were not met in the following areas of program quality: *diverse and engaged participants, participatory*

*cultures*, and *adequate resources*. Thus, for both groups of participants, hypothesis 5 was primarily rejected. Despite the relatively small differences between mean importance and mean presence ratings, students' and faculty members' program expectations are mostly not being met as indicated by paired *t*-tests. This finding may be of concern to some administrators and program leaders given the growing focus on consumer empowerment and customer satisfaction in American higher education (Miller, 2007; Schalock, 2001).

#### *Wave 2*

Research questions and hypotheses 1,3, and 5 from Wave 1 were repeated in Wave 2. Two additional exploratory questions and hypotheses were added to Wave 2, which only required the participation of master's-level students from CACREP-accredited counselor education programs.

As in Wave 1, students in Wave 2 also indicated that they perceived Engagement Theory's attributes of program quality as important. This further validated Mustan's (1998) and Kornelis' (2004) findings and supported the theory's potential as a program evaluation tool in CACREP-accredited counselor education programs. The positive results of this research question also suggests students' recognition of and belief in the important student learning outcomes (SLOs) that are represented by Engagement Theory's attributes of program quality (Haworth & Conrad, 1997).

Despite their agreement with the importance of Engagement Theory's attributes of program quality, students in Wave 2 indicated that only the *connected program requirements* cluster of attributes was present in their programs. Thus, Hypothesis 2 was only supported for that cluster of attributes. Students' mean presence ratings of the other

four clusters of attributes suggested that they neither agreed nor disagreed with the presence of these attributes within their programs. This result, in itself, does not indicate a lack of presence but may be cause for program leaders to explore and enhance factors that may influence students' perception of the presence of the attributes of program quality. This type of responsiveness to stakeholder feedback is encouraged and expected in today's academic market (Welsh & Dey, 2002).

Consistent with findings from research questions 1 and 2, *connected program requirements* was the only cluster of attributes in which results to research question 3 indicated that students' program expectations were being met. In each of the other four clusters of attributes, students' mean importance and presence scores were significantly different based on paired *t*-tests. Furthermore, in each of these clusters, students' mean importance scores were higher than their mean presence scores. This suggested that students' program expectations were not being met in these areas of program quality. Results of this research question in large part failed to support Hypothesis 3, which stated students' program expectations would be met as indicated by the lack of statistically significant differences between the mean scores of their ratings of the attributes' importance and presence. Students' essentially indicated that their programs were meeting their program expectations in only 1 of 5 areas outlined by Engagement Theory. This outcome would likely be of concern to institution and program leaders who wish to be attuned and responsive to their students' needs.

Results for research question 4 appeared inconsistent with results for research question 3. Hypothesis 4 stated that students would express satisfaction with the overall



quality of their programs, and students were, in fact, satisfied. This outcome supported Hypothesis 4. The instrument used to assess students' satisfaction was the PES, which was not designed by the authors of Engagement Theory or based on their theory. Instead, the PES was designed to measure students' satisfaction with specific instructional, curricular, advising, and operational aspects of their programs (Wise, Hengstler, & Braskamp, 1981). The SPQA, which was specifically designed to test Engagement Theory's attributes of program quality (Mustan, 1998), assesses similar aspects as those assessed by the PES but in a broader manner. Because of the differences between these two instruments, and because of the exploratory nature of research question 4, these findings should not be used to contradict the results of research question 3 (that students' program expectations were not met). Instead, results of research question 4 should be viewed in light of the specific program aspects addressed by the PES.

Finally, research question 5 also was exploratory in nature and sought to understand if the differences in students' mean importance and mean presence scores would predict their mean satisfaction scores. Hypothesis 5, which stated that satisfaction scores would be predicted, was partially supported through results from a multiple linear regression. Mean differences between importance and presence of the five clusters of program quality attributes accounted for 50% of the shared variance in students' mean satisfaction scores. More specifically, of the five clusters of attributes, *diverse and engaged participants* and *participatory cultures* were significant predictors of students' program satisfaction. Results of research question 5 suggest that program expectations, as defined in this study, and satisfaction with overall program quality are interrelated but

distinct concepts. Institution and program leaders would need to be aware of this as they customize their program evaluation activities accordingly to best fit their unique program structures and stakeholder groups, which is the approach encouraged by Engagement Theory (Haworth & Conrad, 1997).

### Discussion

Results of this study indicated that Engagement Theory's attributes of program quality are recognized as important by master's-level students and faculty in CACREP-accredited counselor education programs. Faculty members' high ratings of the attributes' importance were especially encouraging, given faculty members' crucial role as leaders within their programs (Haworth & Conrad, 1997; Palomba & Banta, 1999; Ruben, 1995c). Among their many duties, faculty members design and teach curriculum, participate in student admissions processes, model and invite appropriate classroom behavior, evaluate SLOs, and conduct periodic evaluations of the program's mission and overall effectiveness at achieving educational and other goals (CACREP, 2001, 2009; Haworth & Conrad; Maki, 2004; Palomba & Banta). These duties and responsibilities require faculty to be committed and engaged in creating quality educational experiences for their students (Haworth & Conrad). Therefore, it is both understandable and promising for the field of counselor education that faculty rated Engagement Theory's attributes as important. It also is encouraging that faculty members rated all but one of the clusters of program quality attributes (*adequate resources*) higher than students. This suggests that faculty members are, in fact, committed to creating high-quality graduate programs, or those programs "which contribute to enriching learning experiences for

students that have positive effects on their growth and development” (Haworth & Conrad, 1997, p. xii). The fact that faculty members rated the *adequate resources* cluster as slightly less important than students may suggest that, although they value this cluster of attributes, faculty members place higher value on teaching and other direct interaction with students that further students’ understanding of the field. Faculty members’ ratings also may simply reflect their different perspectives, values, and resources-related information that they as faculty possess.

That faculty members perceive Engagement Theory’s attributes as important is not only useful information for them as contributors to quality educational experiences; this information also is useful to them as beneficiaries of quality graduate programs. Engagement Theory highlights many positive outcomes for faculty (e.g., feeling of support from administrators, financial and resource support, opportunities to advance their own learning, benefits of working with diverse colleagues and students). By agreeing with the importance of Engagement Theory’s attributes, faculty members are indicating that these attributes are valuable to them in their professional development. Thus, administrators and program leaders within CACREP-accredited counselor education programs may be well-served by the knowledge that Engagement Theory’s attributes are important to faculty. This information reinforces the work that administrators and program leaders do to create and sustain quality graduate programs that attract and retain diverse and engaged faculty, which is required by CACREP (2001, 2009).

Students apparently have a shared interest with faculty in Engagement Theory's attributes of program quality, as evidenced by their importance ratings. This suggests that students value program quality as outlined by the theory and may be easily engaged in the process of creating and sustaining quality learning communities (Haworth & Conrad, 1997; Ruben, 1994). As important stakeholders, students' active participation in their learning communities is vital. They cannot be viewed as or view themselves as passive recipients of knowledge. Similarly, they cannot be excluded from formative program evaluation efforts that lead to improved educational experiences (Huba & Freed, 2000). Instead, students need opportunities to contribute insight and ideas that might increase the presence of Engagement Theory's attributes within their programs (Conrad, Duren, & Haworth, 1998).

In addition to student involvement in program evaluation, students' recognition of Engagement Theory's attributes as important indicators of program quality has other implications. By agreeing with the importance of the attributes, students, in essence, expressed their desire for collegial and supportive learning environments in which they can engage in scholarly discussion, debate existing knowledge within the field of counselor education, integrate theoretical and practical knowledge, be mentored by professors, participate in team learning with peers, and generally experience a sense of connection within their programs (Haworth & Conrad, 1997). This information should guide program design and implementation of programmatic changes by faculty and other program leaders who are concerned with students' professional and personal development.

Another implication of students' importance ratings is that students have a clear sense of some of the important affective and cognitive SLOs that are possible through their programs of study (Astin, 1991; Erwin & Wise, 2002; Miller, 2007; Palomba & Banta, 1999). According to Haworth and Conrad (1997), when faculty and students are actively engaged in the teaching and learning process, many positive SLOs result. Among these are affective and cognitive SLOs such as students' development of distinct professional identities and clear professional goals; improved communication and teamwork skills; and, advanced professional knowledge and insight. Given CACREP's increasing emphasis on SLOs (Cashwell, 2008; Urofsky, 2008), administrators and faculty in CACREP-accredited counselor education programs may be well-served to note students' importance ratings of Engagement Theory's attributes of program quality and seek to foster these attributes within their programs.

Still another implication of students' and faculty members' importance ratings of Engagement Theory's attributes of program quality is that this information further validates the match between the theory's principles and CACREP's criteria for accreditation. For example, according to CACREP's 2009 standards (CACREP, 2009), the following are required of accredited counselor education programs: (1) an accredited program's home institution should be committed to providing the program with sufficient financial support; (2) the counselor education program makes systematic efforts to attract diverse students and faculty; (3) information pertaining to program mission and learning objectives are disseminated to students and other stakeholders of the program; (4) students have an assigned faculty advisor throughout their program of study; (5) students'

academic performance, professional development, and personal development are assessed throughout their time in the program; and (6) practicum and internship experiences are required of all students. These criteria also are reflected in Engagement Theory's attributes of program quality (Haworth & Conrad, 1997). Thus, by way of agreeing with the importance of Engagement Theory's attributes of program quality, students and faculty in this study also agreed with these aspects of CACREP-accreditation criteria. This strengthens the potential utility of Engagement Theory as a framework for program quality and evaluation tool within CACREP-accredited counselor education programs.

Administrators and program leaders within CACREP-accredited programs who are concerned with program quality should also take note of students' and faculty members' presence ratings of Engagement Theory's attributes of program quality. Some leaders may be content if students and faculty agree that attributes of program quality are present, which was the case for faculty in all but one cluster of attributes (*adequate resources*). However, leaders may be more concerned with stakeholders' perceptions when they indicate uncertainty as to whether or not program quality is present. For example, students in Wave 1 perceived the *participatory cultures* and *connected program requirements* clusters as present within their programs but indicated that they neither agreed nor disagreed with the presence of the other clusters of attributes (*diverse and engaged participants, interactive teaching and learning, and adequate resources*). Students in Wave 2 perceived only the *connected program requirements* cluster of attributes as present within their programs; they neither agreed nor disagreed that the other four clusters of attributes were present. Neutral feelings about adequate resources

would not surprise most leaders within higher education, especially considering the increased competition for decreased funding that so many institutions and programs face (Block, 2008; Rhodes, 2001). However, based on the results of this study, further examination of students' perceptions may be warranted. Many factors may influence these ratings, but program leaders and faculty may want to seek additional information from students to better understand their perceptions. Certainly one possible outcome of such follow-up may be renewed commitment by program leaders to recruiting diverse students and faculty. Another possible outcome may be improved teaching methods and faculty-to-student interaction. Whatever the factors may be behind students' ratings and whatever the potential outcome of follow-up, caring about students' perceptions and including them in formative evaluation is an important community-building practice encouraged by Engagement Theory (Haworth & Conrad, 1997; Huba & Freed, 2000; Ruben, 2004).

Another important consideration when doing program evaluation would be to assess statistically significant differences between students' and faculty members' perceptions of the presence of program quality attributes. Results of independent *t*-tests run for this study indicated that statistically significant differences existed between students' (Wave 1) and faculty members' perceptions of presence of three of the five clusters of attributes (*diverse and engaged participants, interactive teaching and learning, and connected program requirements*). Here again, further exploration is warranted within individual programs to better understand why such differences may exist. As two unique stakeholder groups, students and faculty may simply view the

presence of program quality through different lenses. However, it is important that faculty and other program leaders not assume that students perceive program quality in the same way that they (faculty) do. Of the three clusters of attributes in which statistically significant differences existed between faculty members' and students' presence ratings, faculty members' mean presence scores were consistently higher than students' mean presence scores. Program leaders and faculty would be wise, as part of continuous systematic program evaluation (CACREP, 2009), to formally and informally assess such differences as a way of maintaining open communication with students and improving their educational experiences.

Because presence ratings may or may not tell the whole story of whether or not students' and faculty members' program expectations are met, it is useful to consider the difference in students' and faculty members' respective importance and presence ratings. As a unique contribution to the existing literature on Engagement Theory, this study tested these differences and revealed that students' (Waves 1 and 2) and faculty members' program expectations were met in the area of connected program requirements. This means that students and faculty viewed their programs as offering both broad-based and specialized knowledge, opportunities to apply theoretical knowledge in a professional residency, and required tangible products that demonstrate SLOs (Haworth & Conrad, 1997). It should be affirming to faculty and program leaders that students and faculty members both indicated that their program expectations are being met. First, this suggests that programs are doing well in designing and delivering comprehensive and integrated learning opportunities (Haworth & Conrad). Second, this suggests that the



reality of existing program conditions is such that students and faculty members share a common perception in the area of connected program requirements. Administrators and faculty leaders should desire this type of balanced assessment by both groups of key stakeholders.

Faculty members' program expectations also were met in the area of interactive teaching and learning. This cluster of program quality attributes consists of activities such as critical dialogue, integrative learning, mentoring, cooperative peer learning, and out-of-class learning opportunities (Haworth & Conrad, 1997). These results suggest that faculty perceive themselves as doing a good job in creating interactive learning opportunities for students. The fact that students' program expectations are not met in this same area suggests a discrepancy between faculty members' and students' perceptions that may need increased attention. As with connected program requirements, administrators and faculty leaders should seek balance, or agreement, between these two key stakeholder groups so that both perceive their programs as providing interactive teaching and learning opportunities. To accomplish this balance, leaders should not only invite students' feedback at the end of the semester (summative evaluation) but also at other times during a semester (formative evaluation) to ensure that faculty members are in fact creating a positive learning environment (Huba & Freed, 2000).

Likewise, administrators and faculty leaders need to conduct periodic checks to better understand if and when neither students' nor faculty members' program expectations are met. Results of this study indicated that students and faculty members' program expectations were not met in several of Engagement Theory's clusters of

program quality attributes. The difference between their respective importance and presence ratings was not large but was statistically significant and, therefore, noteworthy. In such a case as this, Engagement Theory's utility is as a framework through which to generate dialogue among stakeholders for the purposes of assessing and improving the learning environment (Haworth & Conrad, 1997).

One way assessment might be accomplished is through a tool such as the PES, which was used in this study to determine students' (Wave 2) satisfaction with overall program quality in their respective programs. Use of the 11-item PES was a unique contribution of this study to the existing literature on Engagement Theory and built upon Kornelis' (2004) use of a 1-item satisfaction measure. Based on their overall mean satisfaction ratings, students in Wave 2 of this study were satisfied with the quality of their programs. This result could be seen as contradictory to the results that indicated students' program expectations were not met. However, it is important to note that satisfaction and satisfied program expectations are interrelated but distinct concepts. As such, it is better to view students' PES results as supplemental to their SPQA results and for the purpose of more clearly delineating students' program perceptions. Just as the PES was created by the University of Illinois for internal evaluation (Wise, Hengstler, & Braskamp, 1981), faculty leaders in CACREP-accredited programs may custom-design their own satisfaction measures as well. Engagement Theory encourages this type of customized approach to program evaluation according to the unique needs of a given program (Haworth & Conrad, 1997).

If interested in assessing student satisfaction, which is a trend in American higher education (Miller, 2007; Schalock, 2001), faculty leaders would want to remember that Engagement Theory was not so much designed as a satisfaction measure as it was a framework for program evaluation. Although Mustan (1998) designed the SPQA as means of quantitatively testing Engagement Theory, the current study revealed that Engagement Theory and satisfaction, while possibly overlapping in some ways, are different concepts. This was supported by the fact that mean differences in students' (Wave 2) importance and presence ratings accounted for some but not all of the variance in their satisfaction ratings. Here again, faculty leaders need to be aware of their unique program evaluation goals and choose appropriate assessment tools that best capture the information they seek (Haworth & Conrad, 1997; Maki, 2004; Miller, 2007). Engagement Theory may serve as a framework for guiding program evaluations related to program quality and can be supplemented with other assessment tools such as the PES.

#### Limitations of the Current Study

Engagement Theory originated from a qualitative study of nearly 800 people affiliated with 47 master's-level programs representing 11 disciplines (Conrad, Haworth, & Millar, 1993). The field of counselor education was not represented in that study. Thus, the current study was exploratory in nature and sought to better understand Engagement Theory as perceived by faculty and master's-level students in CACREP-accredited counselor education programs. A possible limitation is that the theory and, therefore, the SPQA may not reflect unique aspects of counselor education. Nonetheless, review of the

theory and use of the SPQA should create useful dialogue about program quality within the field of counselor education.

A second limitation of this study is its use of the SPQA. This instrument is the best existing quantitative measure of Engagement Theory but may need continued revision to better measure the attributes of program quality, which originated from a qualitative study. Among potential revisions may be the addition of items to the *connected program requirements* and *adequate resources* subscales. These subscales include only 4 items each and produced relatively low reliability alphas in the current study. Adding items may serve to increase the reliability of these subscales. Another possible way of increasing subscale reliability may be to revise some of the SPQA's multidimensional items because Cronbach's alpha is generally low for such items. Ensuring that items ask about single, independent constructs or concepts may add to the SPQA's reliability for future use. The low reliability of the *connected program requirements* and *adequate resources* subscales obtained in this study may influence some of the study's statistically nonsignificant findings. Further analysis and revision of the items within these subscales may strengthen their internal consistency and allow for greater confidence in the findings of future studies.

A third limitation of this study is the reality that participants' overall high ratings of the importance of Engagement Theory's attributes of program quality may be positively skewed or inflated. These attributes reflect many of the quality assurance activities promoted within American higher education over the past few decades.

Moreover, they also are written in a positive, stakeholder-friendly manner, which further adds to the challenge of disagreeing with their importance.

A fourth limitation of this study is a relatively small number of programs ( $n=68$ , 30%) were represented in this study in comparison to the total number of institutions with CACREP-accredited counselor education programs ( $N=228$  at the time of this study). Furthermore, no participating program was represented by 100 percent of its faculty and students. Of participating programs, some were larger or otherwise responded at higher rates than other programs; thus, the number of study participants from those programs was sometimes proportionately greater than smaller programs or programs in which individual students and faculty chose not to participate for one reason or another. One possible reason for lower participation frequencies was that some programs may have been inundated with research recruitment requests. As one chairperson said, “Our people may have survey fatigue and not be very willing to participate.” As a result of imbalanced percentages of participation, some programs were possibly over-represented and skewed the results of the study. Thus, findings of this study are cautiously generalizable across CACREP-accredited programs, which are distinctively different despite their shared adherence to CACREP’s standards.

Finally, unlike Kornelis (2004), who used a paper-and-pencil format of the survey, the current study utilized Survey Monkey (an Internet-based survey-hosting site) to collect survey responses electronically. Although an electronic survey may have advantages, one disadvantage is that the researcher must assume that *all* faculty and master’s-level students in participating programs did, in fact, receive the invitation to

participate in the study. However, there may have been errors in the programs' listservs or other technology-related problems that prevented some intended recipients from receiving the invitation.

### Recommendations for Future Research

Future studies might examine a greater number of CACREP-accredited programs to better understand how they rate the importance and existence of quality attributes as outlined by Engagement Theory. Additionally, future studies may test Engagement Theory in non-accredited counselor education programs, as these programs are not included in this study. Quality assurance is a concern in all of higher education and, therefore, an important subject for both accredited and non-accredited programs. Future studies of both types of programs might aid the evaluation efforts of counselor educators and positively impact the training of professional counselors.

As important as testing Engagement Theory in more CACREP-accredited counselor education programs is the recommended goal of including more faculty participants in future studies. The current study did not restrict the number of participants from any participating programs, and thus, some programs may be disproportionately represented in the study. The researcher was more interested in gathering data from students and faculty than she was in comparing programs. In fact, Engagement Theory does not encourage comparisons among programs (Haworth & Conrad, 1997). Instead, it focuses more generally on equipping program leaders with a framework through which to conduct program evaluation that takes into account the unique aspects of a program. However, by including more faculty or recruiting a proportional number of faculty

members to students, results may provide greater insight into differences among programs in relation to Engagement Theory.

Similarly, future studies may compare participants' rating of Engagement Theory's attributes of program quality based on demographic characteristics of the participants. The current study only collected demographic information but did not further explore differences among participants. It may be that certain demographic characteristics correlate with ratings of the attributes to some degree. This information could provide more specific information to CACREP-accredited counselor education programs as to how different stakeholder groups view program quality as outlined by Engagement Theory. Certainly, individual programs may want to collect demographic data in their own independent studies of program quality. Obviously, when doing so, they would want to be careful to protect the confidentiality of study participants to ensure that participants provided truthful evaluative feedback.

Future studies might also survey doctoral students who are enrolled in counselor education programs. Haworth and Conrad (1997) stated that the theory may have application within undergraduate and doctoral programs. However, this has not yet been tested in the field of counselor education.

Next, future studies might utilize different satisfaction measures other than the PES to explore whether or not different satisfaction-related results are obtained. More specifically, it may be interesting to see if mean differences between students' importance and presence ratings of Engagement Theory's attributes of program quality were more or less predictive of students' overall satisfaction when students were

surveyed with an instrument other than the PES. This part of the current study was exploratory in nature and provides a foundation upon which future studies of student satisfaction in CACREP-accredited counselor education programs might be built. Future studies might also include a satisfaction measure for faculty members, as this was not included in the current study but might provide important information about faculty members' satisfaction with overall program quality.

Finally, future studies may gather longitudinal data to better understand if and how stakeholders' perceptions of program quality change over time. The current study only captured data at one point in time for each participant. However, a longitudinal study may indicate changes of perception over time and in relation to program changes or broader societal changes that might impact institutions and programs.

#### Implications for Counselor Education

A primary goal of the current study was to test Engagement Theory's potential as a framework for program evaluation within CACREP-accredited counselor education programs. Based on students' and faculty members' importance ratings of Engagement Theory's attributes of program quality, the theory does, in fact, hold potential for use within the field of counselor education. This is not altogether surprising given Engagement Theory's and CACREP's shared emphasis on the importance of SLOs and inclusion of stakeholders in program evaluation (CACREP, 2001, 2009; Haworth & Conrad, 1997). CACREP requires that accredited counselor education programs identify, produce, and assess SLOs; it encourages accredited counselor education programs to include stakeholders in continuous systematic program evaluation. Engagement Theory



suggests that numerous affective and cognitive SLOs result from programs that involve stakeholders and prioritize the personal and professional growth of its students. Thus, CACREP-accredited programs may profit in at least two ways by defining and seeking program quality as outlined by Engagement Theory. First, they have a framework through which to create, sustain, and evaluate program quality. Second, their efforts to increase SLOs are helped by way of implementing Engagement Theory's principles.

If programs define and seek program quality based on Engagement Theory, they also will need to regularly dialogue with stakeholders to ensure that attributes of program quality are, in fact, present as perceived by those stakeholders. The current study revealed that students and faculty somewhat disagreed in their perceptions of the presence of program quality. It also revealed that students and faculty perceived the attributes of program quality more important than present, which indicates that students' and faculty members' program expectations, as defined in this study, often were not met. It may not be realistic to strive for complete satisfaction by all stakeholders at all times. However, programs that utilize Engagement Theory can likely increase their chances of obtaining favorable quality ratings when involving stakeholders in formative and summative evaluation, informing stakeholders of impending changes, implementing planned changes, and continuing to evaluate their program for other necessary changes.

### Conclusion

CACREP-accreditation already ensures a certain level of program quality within accredited counselor education programs. However, CACREP does not specifically define or stipulate how accredited programs are to create, sustain, and evaluate program

quality. CACREP also emphasizes the importance of SLOs but does not specifically stipulate how accredited programs are to assess SLOs. Engagement Theory may provide valuable assistance to CACREP-accredited counselor education programs with both tasks—improving program quality and producing SLOs. The theory defines program quality, suggests ongoing program evaluation and inclusion of stakeholders in evaluation, and maintains that numerous SLOs are possible through stakeholders’ prioritization of students’ personal and professional development while in their programs of study. CACREP-accredited programs may assess SLOs in a variety of ways but increase affective and cognitive SLOs by implementing the principles of Engagement Theory within their programs. Engagement Theory had not been previously tested in the field of counselor education. However, results of the current study support Engagement Theory as a useful framework through which to define and evaluate program quality.

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## Appendix A

### Distribution of Interviewees (Conrad, Haworth, & Millar, 1993)

#### **By stakeholder group**

Institutional administrators	85
Program administrators	95
Faculty	167
Students	184
Alumni	147
Employers	103
<i>Total</i>	<i>781</i>

#### **By minority status**

African-American	60
Asian-American	12
International	19
Hispanic	11
Native American	3
White nonminority	676
<i>Total</i>	<i>781</i>

#### **By sex**

Men	430
Women	351
<i>Total</i>	<i>781</i>

#### **By institutional type**

National universities	303
Regional colleges and universities	333
Liberal arts colleges	84
Specialized institutions	61
<i>Total</i>	<i>781</i>

#### **By field of study**

##### ***Established professional***

Business	78
Education	76
Engineering	90
Nursing	90
Theater	76
<i>Total</i>	<i>410</i>

##### ***Emerging professional***

Applied anthropology	100
Computer science	15
Environmental studies	71
Microbiology	89
<i>Total</i>	<i>275</i>

##### ***Traditional arts and sciences***

English	82
Sociology	14
<i>Total</i>	<i>96</i>

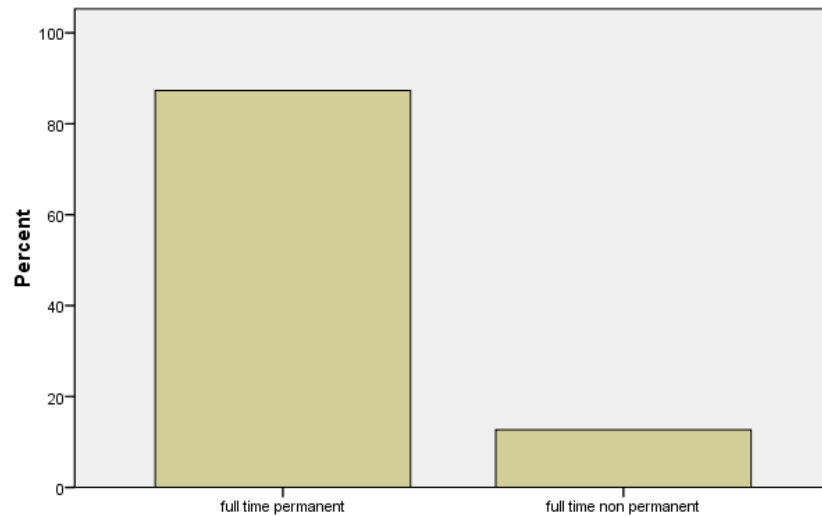
***Grand total*** ***781***

## Appendix B

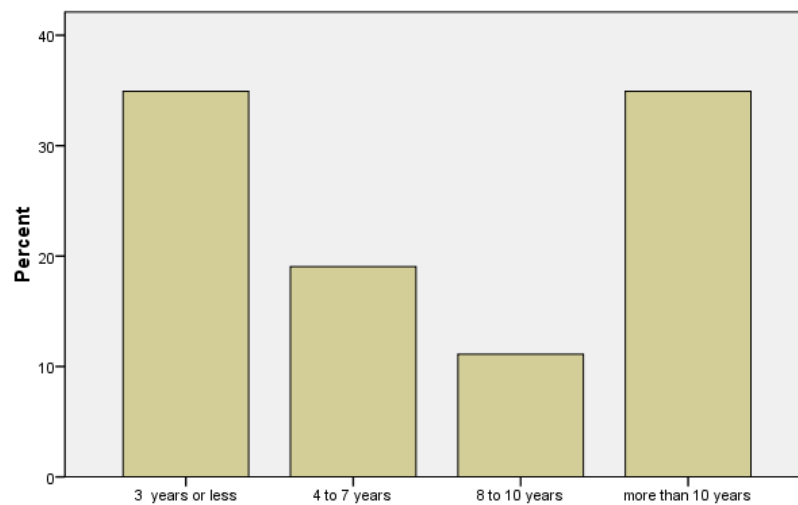
### Demographics Bar Graphs (Waves 1 and 2)

#### Wave 1

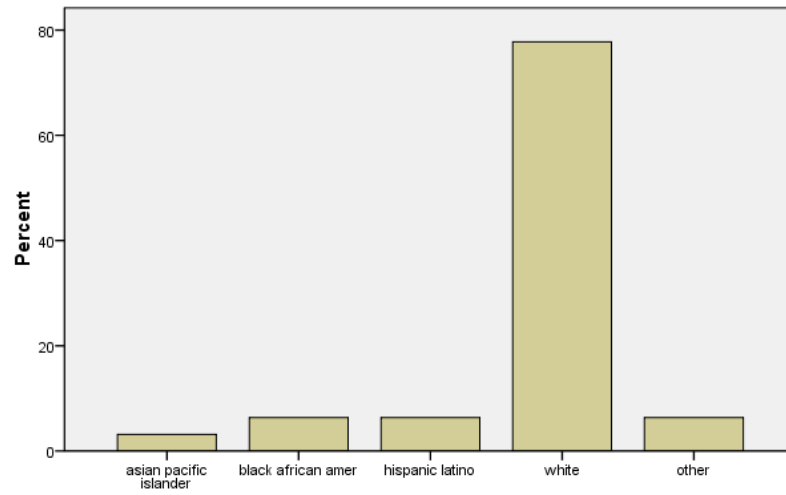
**Faculty employment status: full-time permanent or full-time non-permanent**



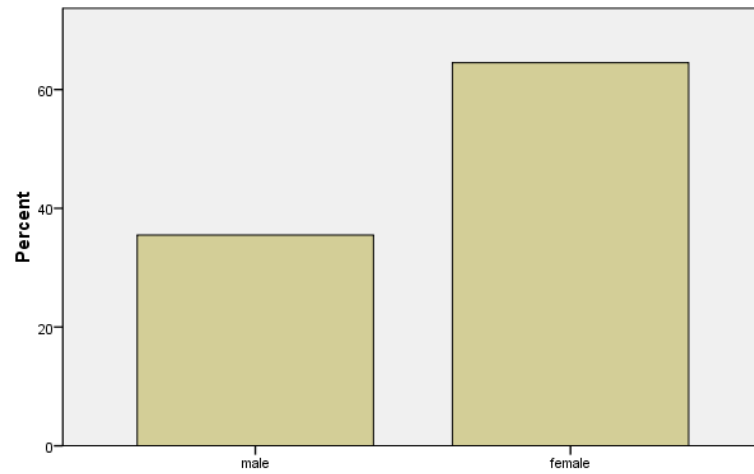
**Faculty years of employment within current program**



**Faculty race**

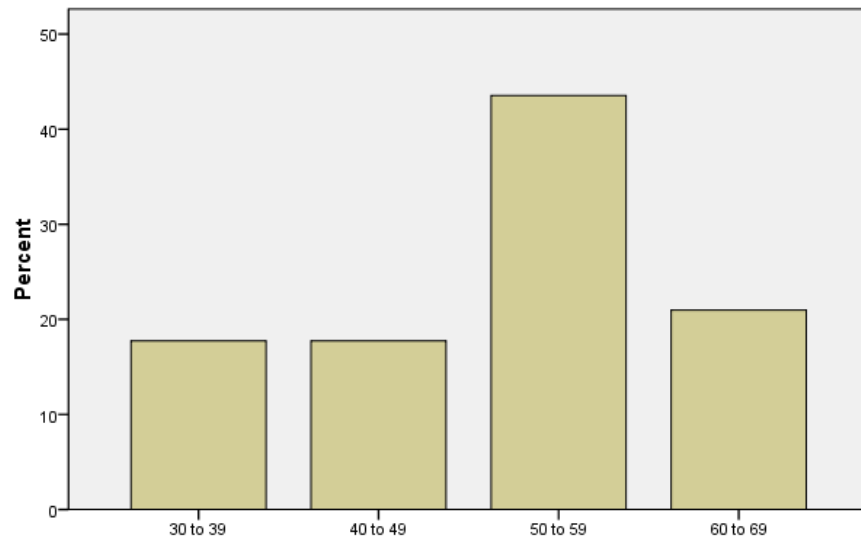


**Faculty gender**

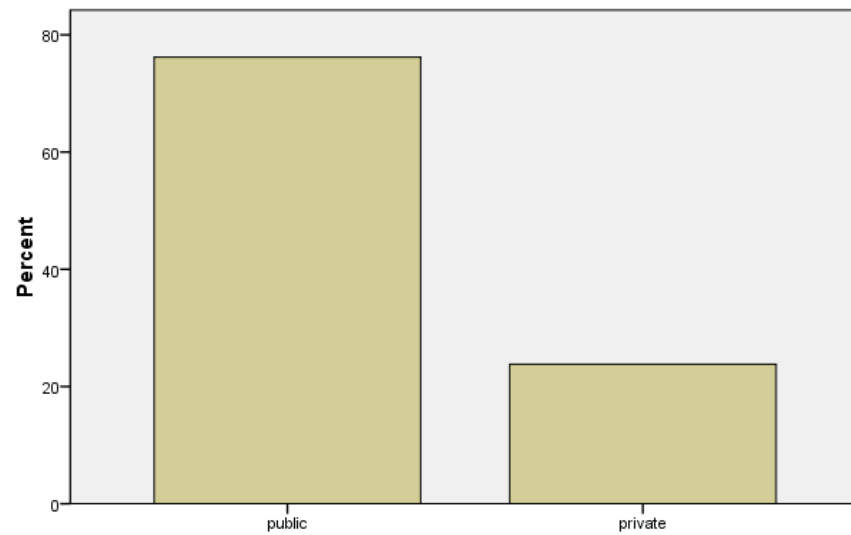




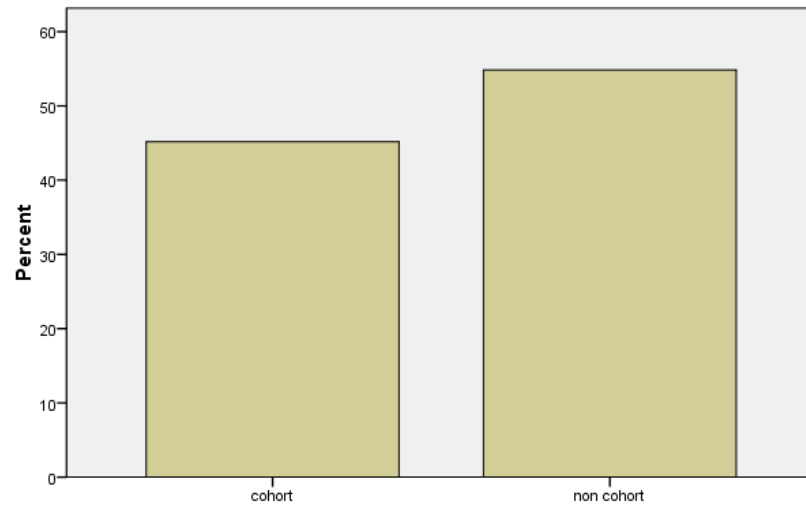
**Faculty age**



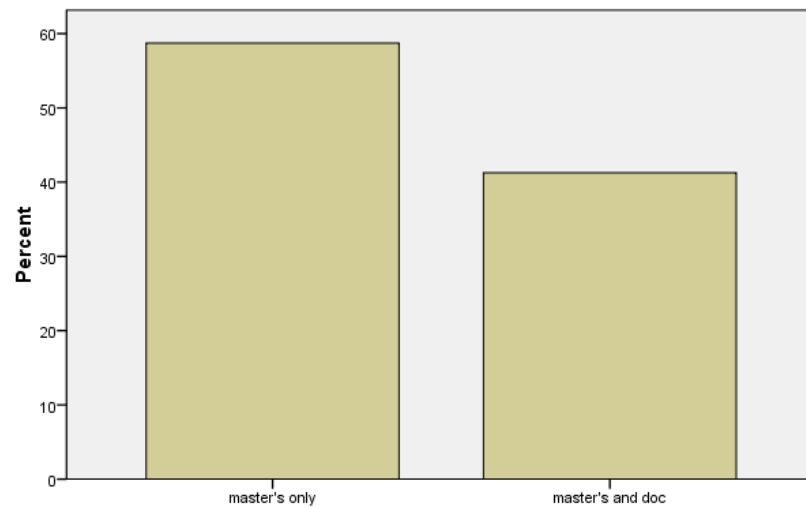
**Faculty college/university: public or private**



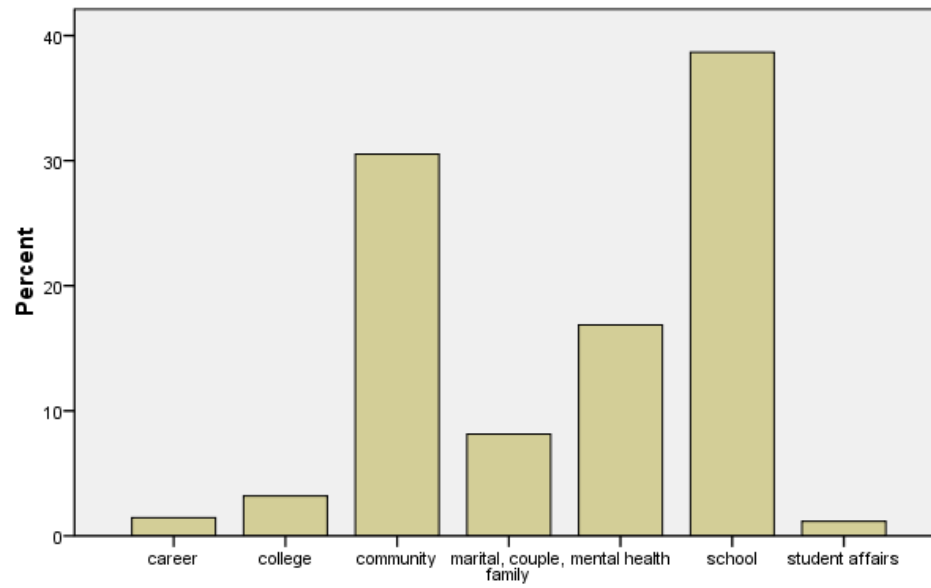
**Faculty counselor education program: cohort or non-cohort**



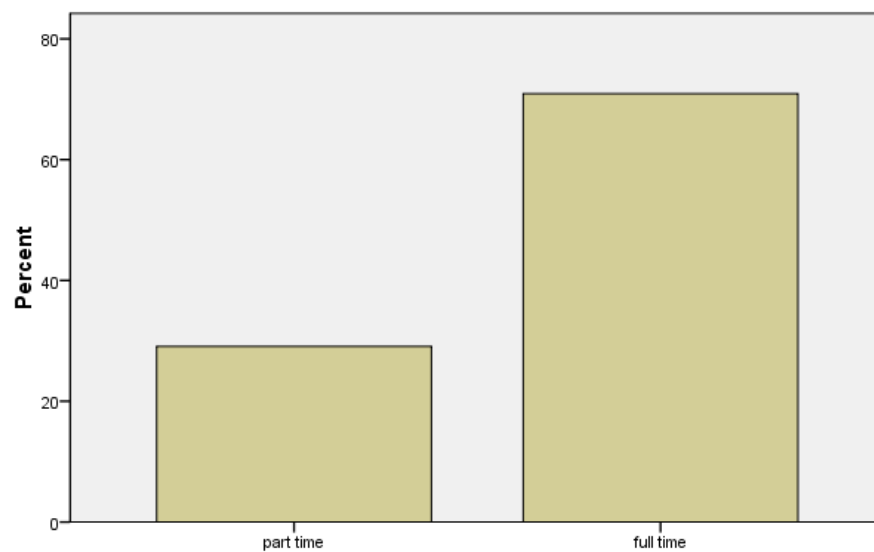
**Faculty counselor education program: master's only or master's and doctoral levels**



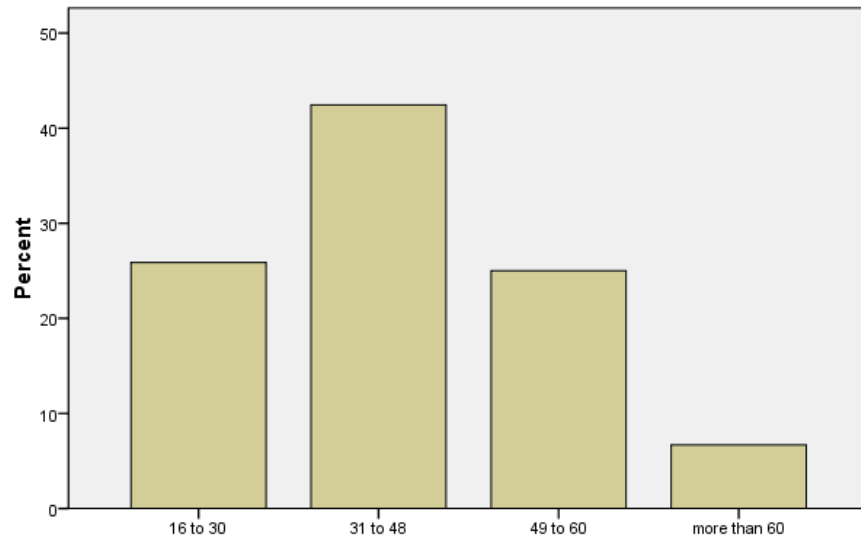
### Student track



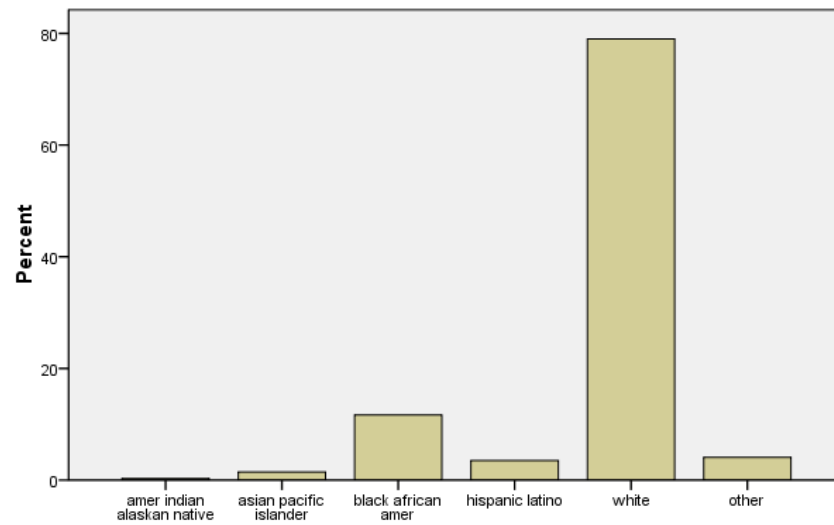
### Student enrollment status: part-time or full-time

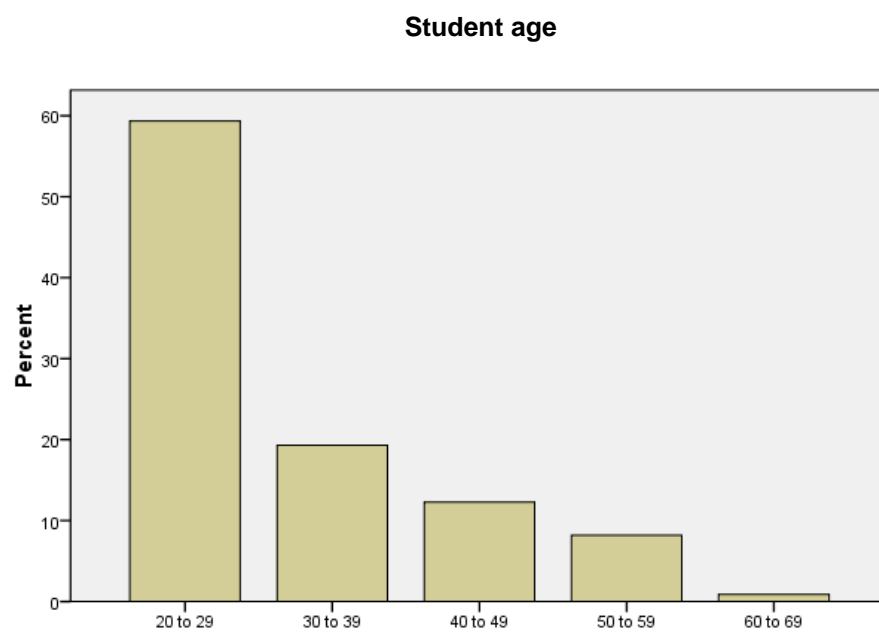
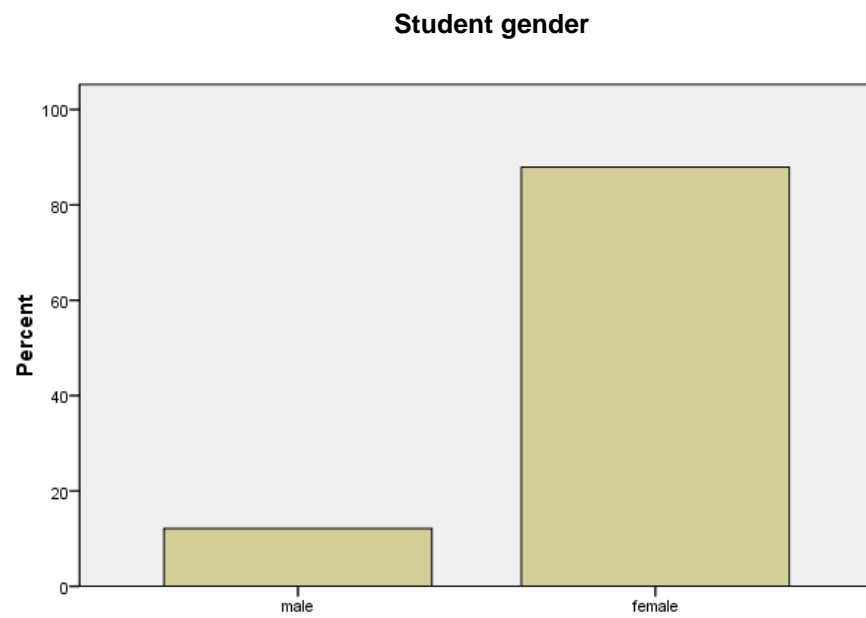


**Student semester hours completed prior to current semester**

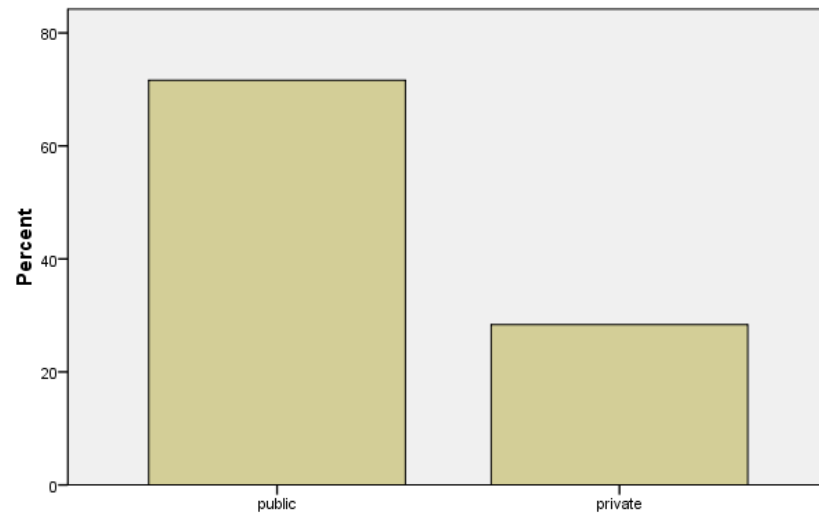


**Student race**

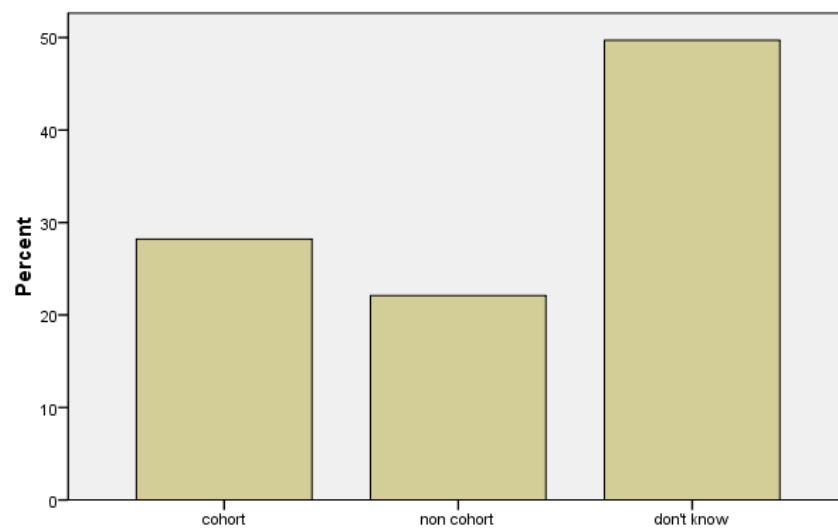




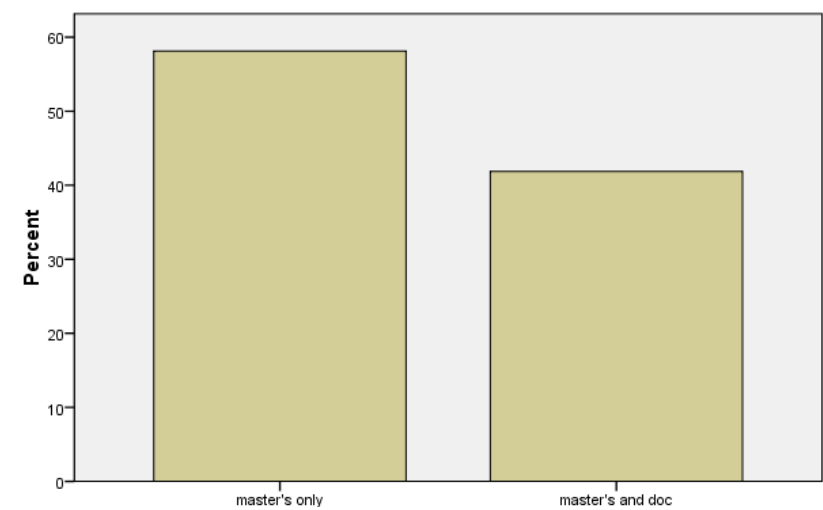
**Student college/university: public or private**



**Student counselor education program: cohort, non-cohort, or don't know**

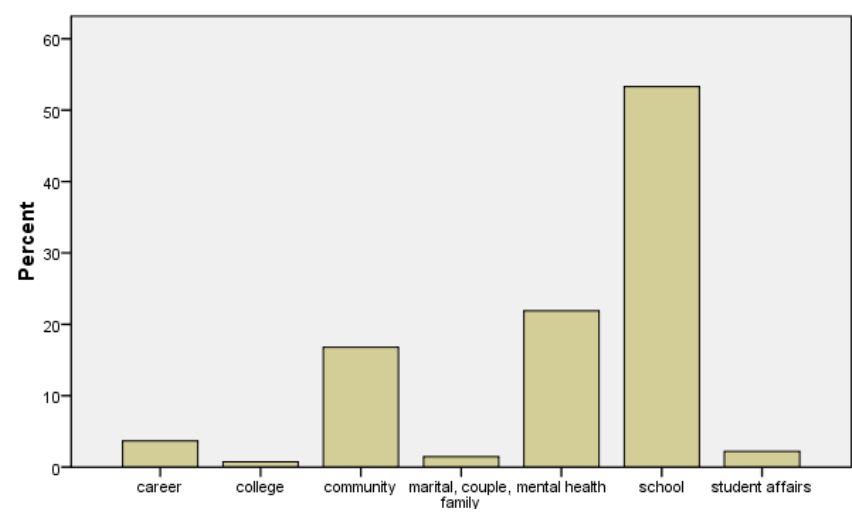


**Student counselor education program: master’s only or master’s and doctoral levels**

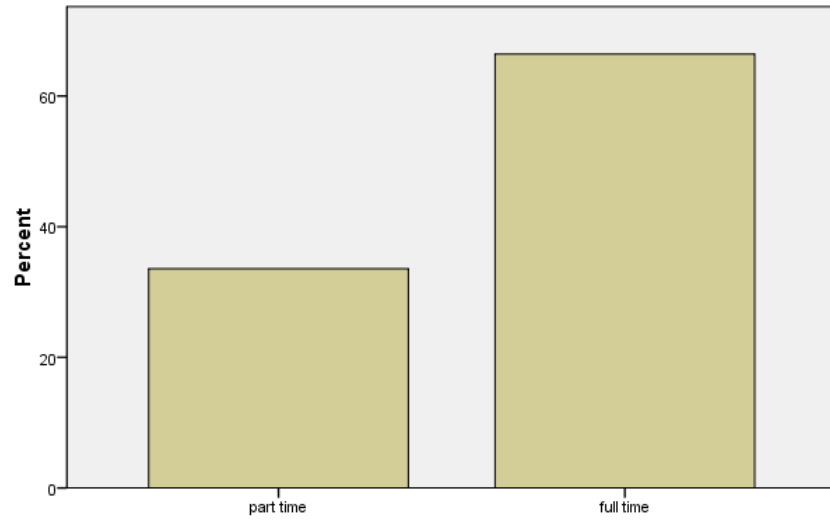


**Wave 2**

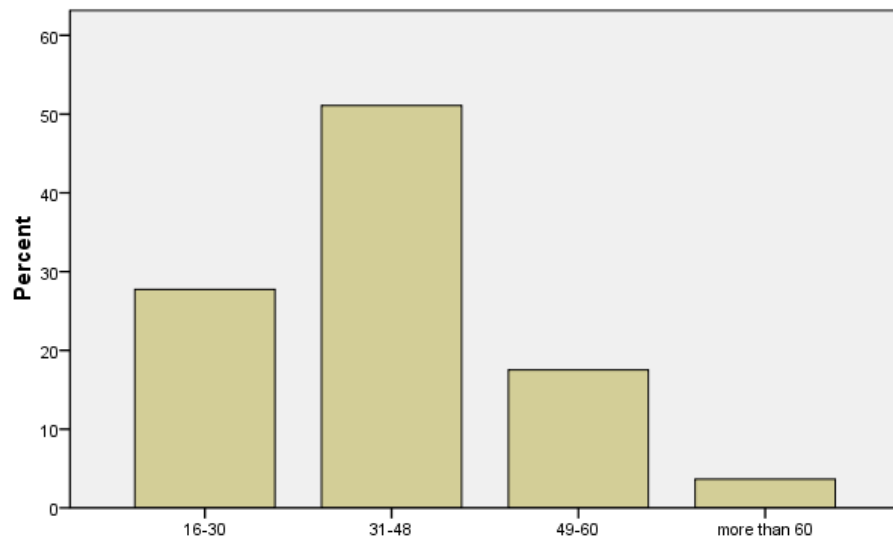
**Student track**



**Student enrollment status: part-time or full-time**

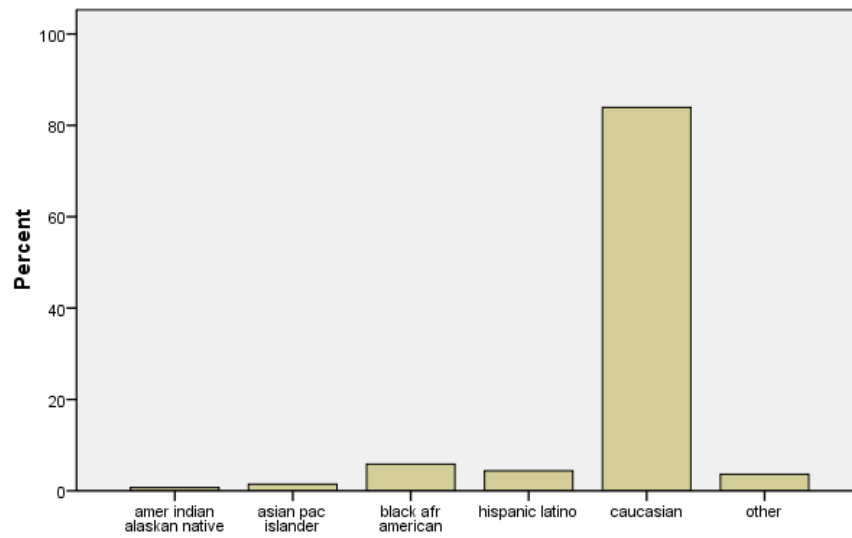


**Student semester hours completed prior to current semester**

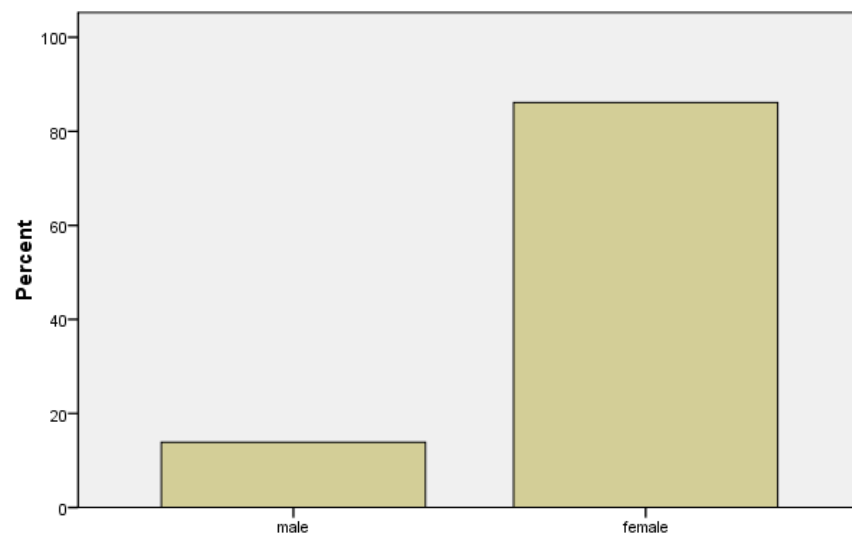




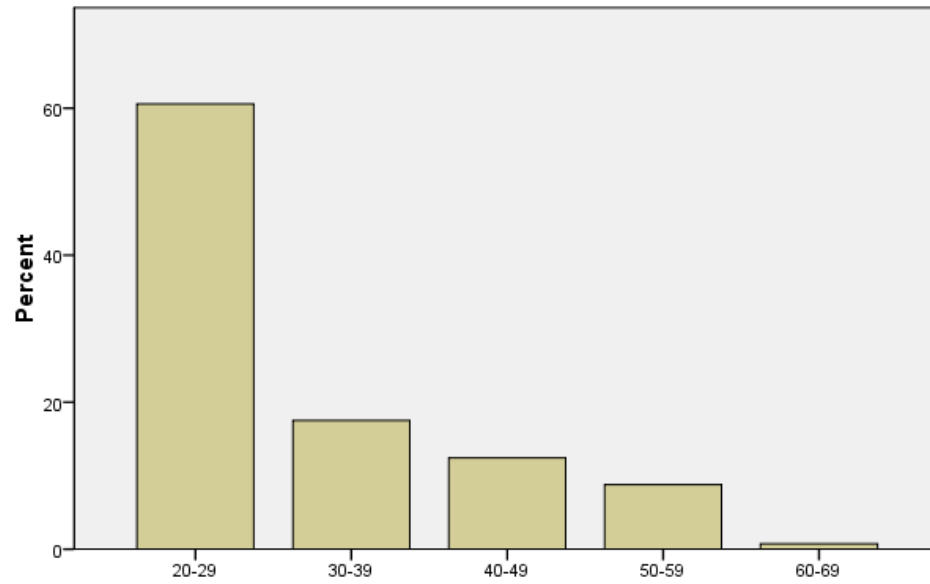
### Student race



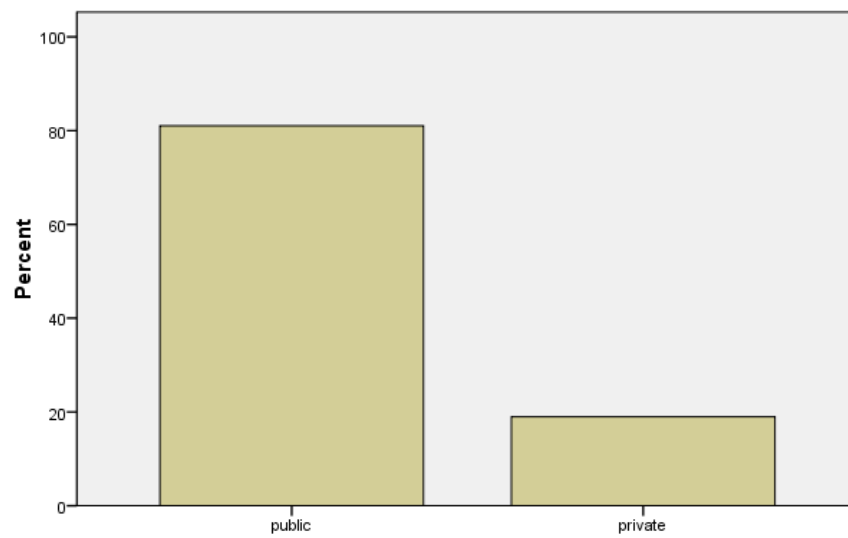
### Student gender



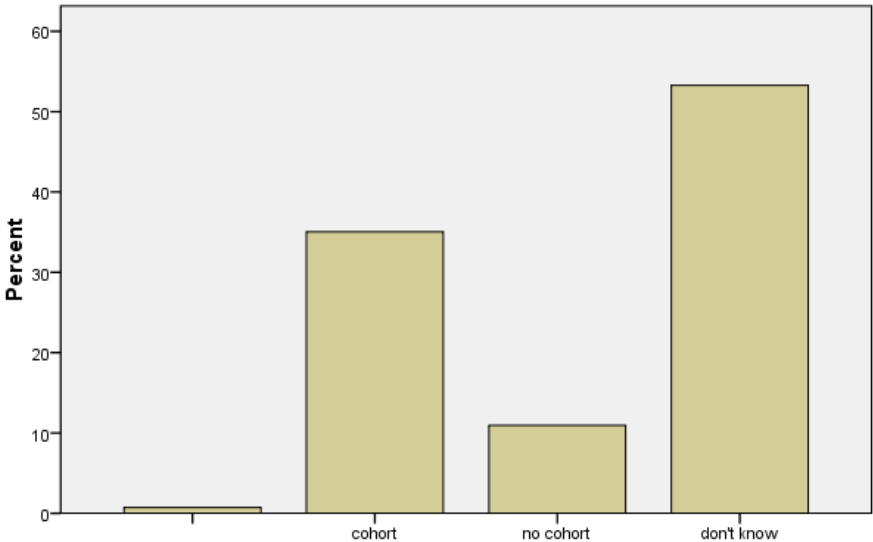
**Student age**



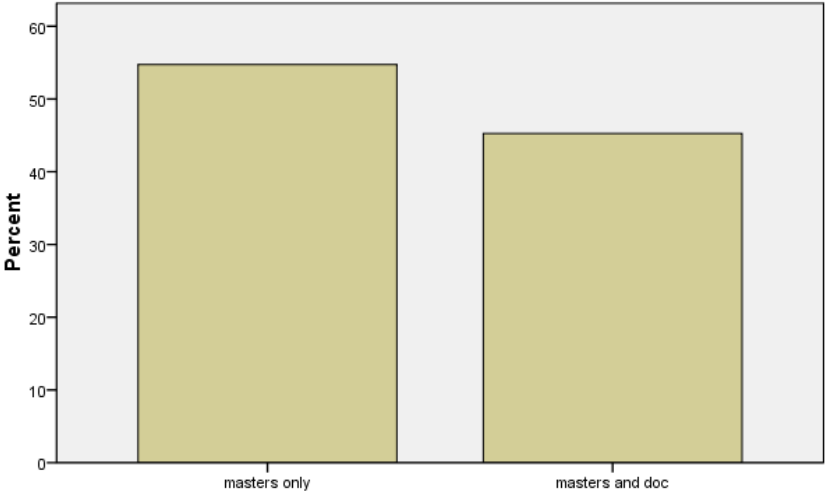
**Student college/university: public or private**



**Student counselor education program: cohort or non-cohort**



**Student counselor education program: master's only or master's and doctoral levels**



## Appendix C

### Survey Packet

#### The Survey of Program Quality Attributes

##### 1. Welcome

Thank you for your interest in participating in this study!

The following survey is for full-time and part-time master's-level students and faculty (full-time/permanent and full-time/non-permanent) in CACREP-accredited counselor education programs. The survey should not take more than about 15 - 20 minutes to complete.

Before beginning the survey, click "next" to read an explanation of the study. That should take only a couple of minutes even though it looks like a lot of reading. Afterward, click "I accept" to begin the survey.

##### 2. Consent to Participate

Project Title:

Testing The Engagement Theory of Program Quality in CACREP-Accredited Counselor Education Programs

Project Director:

Shannon P. Warden, MA.Ed., LPC, NCC

Doctoral Candidate

Department of Counseling and Educational Development

The University of North Carolina at Greensboro

Dissertation Advisor:

Dr. James Benshoff

Professor

Department of Counseling and Educational Development

The University of North Carolina at Greensboro

What is the study about?

The purpose of this research study is to examine The Engagement Theory of Program Quality (Haworth & Conrad, 1997), which describes program quality according to 17 attributes of quality. More specifically, the purpose of this study is to determine to what extent current master's-level students and faculty in CACREP-accredited counselor education programs in the United States perceive the attributes as important indicators of program quality and to what extent they perceive the attributes as currently existent in their respective master's-level counselor education programs. (Note: CACREP is the acronym for the Council for Accreditation of Counseling and Related Educational Programs.)

Why are you asking me?

The following types of participants are being recruited for this research study: 1) part-time and full-time master's-level counselor education students currently enrolled in CACREP-accredited counselor education programs; and, 2) faculty members (full-time/permanent and full-time/non-permanent) who teach and/or supervise master's-level counselor education students in CACREP-accredited counselor education

## The Survey of Program Quality Attributes

programs.

What will you ask me to do if I agree to be in the study?

Participants will be asked to complete a quick online survey through Survey Monkey (an Internet survey company). The survey consists of the following: 1) a 27-item importance scale that uses a five-point Likert scale to ask participants how they rate the importance of the attributes of The Engagement Theory of Program Quality; 2) a 27-item presence scale that uses a five-point Likert scale to ask participants how they rate the presence of the attributes of the Engagement Theory of Program Quality in their current counselor education program; 3) a satisfaction indicator of participants' satisfaction with various aspects of their programs; and, 4) a brief demographics questionnaire.

Expected time required for participation in this research study is 15-20 minutes.

### 3. Consent Form continued

What are the dangers to me?

There is no anticipated risk associated with participating in this study.

If participants have concerns about their rights or how they are being treated, they may contact Eric Allen in the Office of Research and Compliance at The University of North Carolina at Greensboro at (336) 256-1482. Questions about this research study or about benefits or risks associated with participating in this study can be answered by Dr. James Benshoff (james.benshoff@gmail.com; 336-334-3423) or Shannon Warden (spwarden@uncg.edu; 336-595-3493).

Are there any benefits to me for taking part in this research study?

Participants may be contributing to the program evaluation efforts of theirs and other CACREP-accredited counselor education programs. Participants' insights about what makes a quality counselor education program may help administrators and faculty continue positive program evaluation efforts. Participants may enjoy the satisfaction of assisting in efforts to advance the profession of counseling through improved program evaluations in CACREP-accredited counselor education programs.

Are there any benefits to society as a result of me taking part in this research?

Ideally, quality counselor education programs graduate quality counselors. These counselors work in a wide variety of settings in society and stand to impact their clients and communities in many important ways. The results of this research study and dialogue about the study may provide counselor education programs with information about how to better understand and assess program quality, which then may lead to helping graduates become successful counselors in their communities.

Will I get paid for being in the study? Will it cost me anything?

## The Survey of Program Quality Attributes

After completing the survey, participants may choose to email the researcher if they wish to be entered in a drawing for one of four \$50 gift cards to Target (2 for students; 2 for faculty). Email addresses will not be linked to the participants' survey responses and will only be used to make arrangements for mailing drawing winners their gift cards.

How will you keep my information confidential?

Participants will not be asked to identify themselves, nor will their IP (Internet Protocol) addresses be stored. Participants will be asked to identify the institution with which they are affiliated. However, names of participants' respective institutions will not be used in any reports related to the study.

All data will be stored in a locked facility at The University of North Carolina at Greensboro until May 2012. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?

Potential participants have the right to refuse to participate without penalty. Once participants have submitted their surveys, participation cannot be withdrawn because there will be no way to link participants' identities with their responses.

Voluntary Consent by Participant:

By accepting the terms of this consent form, you are agreeing that you have read and fully understand the contents of this document and are willing to take part in this research study. All of your questions concerning this study have been answered. You also are agreeing that you are 18 years of age or older and are voluntarily agreeing to participate in this study.

Please print this consent form and keep a copy for your personal record. To print, use your web browser's "print" function.

**1. If you accept the terms of this consent form, please select "I accept" below. If not, you may exit the survey now.**

☐ I accept

## 4. General Directions

Please follow the directions at the top of each page. When finished answering the questions on a page, click "next" to continue.

## 5. What Should Be in a Quality Program

Please respond to items 2-28 by choosing one of the five possible choices under each statement. Your

## The Survey of Program Quality Attributes

responses should indicate how important you perceive each statement to be in terms of "what should be ideally" the case in quality master's-level, CACREP-accredited counselor education programs.

**2. Faculty members introduce a variety of methodological, theoretical, and experiential perspectives in classroom lectures and discussions.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**3. Students--with diverse backgrounds, ethnicities, genders, and so on--bring new perspectives to class discussions they have with one another and with faculty.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**4. Faculty and students frequently engage in two-way interactive dialogue.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## The Survey of Program Quality Attributes

**5. Leaders (department administrators, program chairs) encourage the participation of faculty and students in the governance of the program.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**6. Students should complete a tangible product--a thesis or project/report--in which they have the opportunity to apply the knowledge and skills they developed in the program.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**7. Career counseling and job placement services are provided to students to assist them in learning job-search strategies and developing networks for employment.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important



## The Survey of Program Quality Attributes

**8. Students receive hands-on instructional activities such as role plays and case studies, aimed at connecting theoretical and practical knowledge to tangible issues and real-world problems.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**9. Faculty displays a significant commitment to teaching (interested in teaching; significant amount of time and effort put into teaching).**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**10. Students are committed to their own as well as others' learning through active participation in formal and informal learning activities.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## 6. What Should Be in a Quality Program

Remember, your responses to items 2-28 should reflect your perception of "what should be ideally" the case in quality master's-level, CACREP-accredited counselor education programs.

## The Survey of Program Quality Attributes

**11. Basic infrastructure needs such as a university library, computing facilities, and classroom/office facilities are provided which help students broaden their learning experiences and learn advanced techniques.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**12. Faculty engages in out-of-class instructional activities with students such as supervising tutorials, independent studies, and internships.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**13. Diverse stakeholders such as students, faculty, administrators, and employers share a common understanding of the program's direction/mission, which they reached at formal and informal committees or in communications with each other.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## The Survey of Program Quality Attributes

**14. Financial aid (in the form of student assistantships and travel to conferences) and flexible course delivery formats (e.g. evening, weekend, and summer courses) are offered to help students concentrate more fully on their learning.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**15. There is good rapport among and between students and faculty that supports the sense of community.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**16. Students are provided with frequent opportunities to take risks in their learning (e.g., explore new ideas, advance alternative perspectives, test developing skills).**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## The Survey of Program Quality Attributes

**17. Students are encouraged to question each other and critically evaluate knowledge and practice in the field.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**18. The program's direction/mission is reflected in teaching and learning experiences in the program.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**19. Students receive individualized guidance from faculty in developing their career goals and interests.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## 7. What Should Be in a Quality Program

Remember, your responses to items 2-28 should reflect your perception of "what should be ideally" the case in quality master's-level, CACREP-accredited counselor education programs.

## The Survey of Program Quality Attributes

**20. Faculty receive adequate financial and non-financial (e.g. tenure and promotion guidelines) support that allows them to invest significant time and effort in teaching and mentoring students.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**21. During group activities, students actively seek to learn from one another to enrich their understanding of knowledge and practice in the field.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**22. Students and faculty attend various out-of-class activities (e.g. brown bag lunches, end-of-semester parties) in which they explore topics of mutual interest and help each other's learning.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## The Survey of Program Quality Attributes

**23. In class discussions, students and faculty present new ways of understanding knowledge and practice in the field.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**24. Students complete a combination of core and specialized course work which provides them with broad and in-depth understandings of knowledge in the field.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**25. Faculty provide students with regular and timely feedback on their professional development (e.g. course work, research, and projects) through one-on-one interactions outside of class, individualized tutorials, or independent research courses.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## The Survey of Program Quality Attributes

**26. Students participate in professional (residential) learning experiences such as internships, practica, and teaching assistantships to connect what they learn in class to situations in a real-world setting.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**27. Leaders (department administrators, program chairs) effectively promote their program to people inside and outside of the program – campus administrators and employers – and obtain funding to support the program.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

**28. Faculty and students see themselves, and treat one another, as members of a community.**

- ☐ not important
- ☐ of little importance
- ☐ moderately important
- ☐ important
- ☐ very important

## 8. What is the Reality in Our Program

Items 29-55 contain statements that are identical to those in items 2-28. However, your responses to items 29-55 should indicate your degree of agreement with the statements in terms of "what is the reality" in your master's-level, CACREP-accredited counselor education program. Please respond to items 29-55 by choosing one of the five possible choices under each statement.

## The Survey of Program Quality Attributes

**29. Faculty members introduce a variety of methodological, theoretical, and experiential perspectives in classroom lectures and discussions.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**30. Students – with diverse backgrounds, ethnicities, genders, and so on – bring new perspectives to class discussions they have with one another and with faculty.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**31. Faculty and students frequently engage in two-way interactive dialogue.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**32. Leaders (department administrators, program chairs) encourage the participation of faculty and students in the governance of the program.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree



### The Survey of Program Quality Attributes

**33. Students should complete a tangible product – a thesis or project/report – in which they have the opportunity to apply the knowledge and skills they developed in the program.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**34. Career counseling and job placement services are provided to students to assist them in learning job-search strategies and developing networks for employment.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**35. Students receive hands-on instructional activities such as role plays and case studies, aimed at connecting theoretical and practical knowledge to tangible issues and real-world problems.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

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## The Survey of Program Quality Attributes

**36. Faculty display a significant commitment to teaching (interested in teaching; significant amount of time and effort put into teaching).**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**37. Students are committed to their own as well as others' learning through active participation in formal and informal learning activities.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## 9. What is the Reality in Our Program

Remember, your responses to items 29-55 should indicate your degree of agreement with the statements in terms of "what is the reality" in your master's-level, CACREP-accredited counselor education program.

**38. Basic infrastructure needs such as a university library, computing facilities, and classroom/office facilities are provided which help students broaden their learning experiences and learn advanced techniques.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## The Survey of Program Quality Attributes

**39. Faculty engage in out-of-class instructional activities with students such as supervising tutorials, independent studies, and internships.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**40. Diverse stakeholders such as students, faculty, administrators, and employers share a common understanding of the program's direction/mission, which they reached at formal and informal committees or in communications with each other.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**41. Financial aid (in the form of student assistantships and travel to conferences) and flexible course delivery formats (e.g. evening, weekend, and summer courses) are offered to help students concentrate more fully on their learning.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## The Survey of Program Quality Attributes

**42. There is good rapport among and between students and faculty that supports the sense of community.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**43. Students are provided with frequent opportunities to take risks in their learning (e.g., explore new ideas, advance alternative perspectives, test developing skills).**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**44. Students are encouraged to question each other and critically evaluate knowledge and practice in the field.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**45. The program's direction/mission is reflected in teaching and learning experiences in the program.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## The Survey of Program Quality Attributes

### **46. Students receive individualized guidance from faculty in developing their career goals and interests.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## **10. What is the Reality in Our Program**

Remember, your responses to items 29-55 should indicate your degree of agreement with the statements in terms of "what is the reality" in your master's-level, CACREP-accredited counselor education program.

### **47. Faculty receive adequate financial and non-financial (e.g. tenure and promotion guidelines) support that allows them to invest significant time and effort in teaching and mentoring students.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

### **48. During group activities, students actively seek to learn from one another to enrich their understanding of knowledge and practice in the field.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## The Survey of Program Quality Attributes

**49. Students and faculty attend various out-of-class activities (e.g. brown bag lunches, end-of-semester parties) in which they explore topics of mutual interest and help each other's learning.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**50. In class discussions, students and faculty present new ways of understanding knowledge and practice in the field.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**51. Students complete a combination of core and specialized course work which provides them with broad and in-depth understandings of knowledge in the field.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## The Survey of Program Quality Attributes

**52. Faculty provide students with regular and timely feedback on their professional development (e.g. course work, research, and projects) through one-on-one interactions outside of class, individualized tutorials, or independent research courses.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**53. Students participate in professional (residential) learning experiences such as internships, practica, and teaching assistantships to connect what they learn in class to situations in a real-world setting.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

**54. Leaders (department administrators, program chairs) effectively promote their program to people inside and outside of the program – campus administrators and employers – and obtain funding to support the program.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

## The Survey of Program Quality Attributes

### **55. Faculty and students see themselves, and treat one another, as members of a community.**

- ☐ strongly disagree
- ☐ moderately disagree
- ☐ neither agree nor disagree
- ☐ moderately agree
- ☐ strongly agree

### **56. Are you a student or faculty member?**

- ☐ Student
- ☐ Faculty member

## **11. Program Evaluation Survey**

You're almost finished!

Before moving on to the demographics questionnaire, please respond to the following items in terms of your satisfaction with each aspect of your program.

### **57. Challenge of program**

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### **58. Integration of courses**

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied



## The Survey of Program Quality Attributes

### 59. Quality of instruction

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 60. Texts and instructional materials

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 61. Classroom evaluation procedures

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 62. Accessibility of professors

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

## The Survey of Program Quality Attributes

### 63. Academic advising

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 64. Vocational guidance

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 65. Faculty-student communication

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 66. Worth of program

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

## The Survey of Program Quality Attributes

### 67. Overall satisfaction with program

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

## 12. Student Demographic Questionnaire

The following demographics questions should take only a couple minutes! Once completed, click "next" to finish and submit your survey.

Thanks again for your help!

### 68. In what CACREP-accredited specialty track(s) are you currently enrolled? (Select the one that best represents you.)

- ☐ Career counseling
- ☐ College counseling
- ☐ Community counseling
- ☐ Gerontological counseling
- ☐ Marital, couple, and family counseling/therapy
- ☐ Mental health counseling
- ☐ School counseling
- ☐ Student affairs

### 69. What is your current enrollment status?

- ☐ Part-time student
- ☐ Full-time student

## The Survey of Program Quality Attributes

**70. Prior to this semester, how many semester-hours have you completed in your current master's-level program?**

- ☐ 0
- ☐ 1-15
- ☐ 16-30
- ☐ 31-48
- ☐ 49-60
- ☐ more than 60

**71. Are you:**

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ White
- ☐ Other

**72. Are you:**

- ☐ Male
- ☐ Female

**73. What is your chronological age?**

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60-69
- ☐ 70 or above

**74. Is your college or university public or private?**

- ☐ Public
- ☐ Private

## The Survey of Program Quality Attributes

### 75. Does your counselor education program use a cohort model?

- ☐ Cohort
- ☐ Non-cohort
- ☐ I don't know.

### 76. Does your counselor education program offer master's-level and doctoral-level counseling/counselor education degrees?

- ☐ Master's only
- ☐ Master's and doctoral

### 77. What is the name of your college or university (this information will be kept confidential).

### 78. Please click "finished" and "next" to be directed to the last page of this survey.

- ☐ finished

## 13. Faculty Demographics Questionnaire

The following demographics questions should take only a couple minutes! Once completed, click "next" to finish and submit your survey.

Thanks again for your help!

### 79. In your current faculty position, which best describes your employment status:

- ☐ full-time, permanent faculty member
- ☐ full-time, non-permanent faculty member
- ☐ other

## The Survey of Program Quality Attributes

**80. How long have you been employed by your current CACREP-accredited counselor education program?**

- ☐ 3 years or less
- ☐ 4-7 years
- ☐ 8-10 years
- ☐ More than 10 years

**81. Are you:**

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ White
- ☐ Other

**82. Are you:**

- ☐ Male
- ☐ Female

**83. What is your chronological age?**

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60-69
- ☐ 70 or above

**84. Is your college or university public or private?**

- ☐ Public
- ☐ Private

## The Survey of Program Quality Attributes

**85. Does your counselor education program use a cohort model?**

- ☐ Cohort  
☐ Non-cohort

**86. Does your counselor education program offer master's-level and doctoral-level counseling/counselor education degrees?**

- ☐ Master's only  
☐ Master's and doctoral

**87. What is the name of your college or university (this information will be kept confidential).**

**88. Please click "finished" and "next" to be directed to the last page of this survey.**

- ☐ finished

## 14. Enter Drawing

Thank you for completing my survey!

As a small token of appreciation for completing the survey, you are welcome to enter a drawing to win one of four \$50 TARGET GIFT CARDS! To enter, simply send an email to [spwarden@uncg.edu](mailto:spwarden@uncg.edu) with ENTER DRAWING in the subject line. Winners of the drawing will be contacted by the end of September.

Finally, please click "done" to submit your survey.

**Appendix D**  
**Program Evaluation Survey**

**11. Program Evaluation Survey**

You're almost finished!

Before moving on to the demographics questionnaire, please respond to the following items in terms of your satisfaction with each aspect of your program.

**57. Challenge of program**

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

**58. Integration of courses**

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied



## The Survey of Program Quality Attributes

### 59. Quality of instruction

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 60. Texts and instructional materials

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 61. Classroom evaluation procedures

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 62. Accessibility of professors

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

## The Survey of Program Quality Attributes

### 63. Academic advising

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 64. Vocational guidance

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 65. Faculty-student communication

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

### 66. Worth of program

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

## The Survey of Program Quality Attributes

### **67. Overall satisfaction with program**

- ☐ Highly satisfied
- ☐ Satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied

## Appendix E

### Permission of Dr. Turkan Mustan to Use the Survey of Program Quality Attributes

**From:** turkan mustan <tmustan@yahoo.com>  
**To:** Shannon Warden SPWARDEN <SPWARDEN@uncg.edu>

---

**Date:** Thursday, May 29, 2008 02:45PM  
**Subject:** Re: question about your dissertation

**History:**  This message has been replied to.

---

Hi Shannon,

Thank you for your interest in the questionnaire.  
Please, feel free to use it if it fulfills your needs.

The study was merely done to see if the Engagement Theory of Haworth and Conrad (my advisor) was a reliable and comprehensive. It was an attempt to develop a scale, based on a theory both Dr. Conrad and I really liked. We found good support for the theory as a result of questionnaire. The questionnaire turned out fine--understandable, clear statements, highly reliable.

I, on the other hand, lost the electronic files long time ago because of a virus problem. If you are not able to reach the scale I'll try to scan and send you a copy of it as soon as possible.

Let me know if I can be of any further help.

Dr. Turkan Aksu, Assistant Prof.  
Department of Educational Sciences  
School of Education  
Akdeniz University, ANTALYA, TURKEY

## Appendix F

### CACREP Directory of Accredited Programs (as of February 2009)

#### Alabama

##### **Auburn University**

Dr. Debra C Cobia  
Counselor Education, Counseling  
Psychology & School  
Psychology  
2084 Haley Center  
Auburn, AL 36849-5222  
Phone: 334-844-2880  
[http://education.auburn.edu/academic\\_departments/counseling/](http://education.auburn.edu/academic_departments/counseling/)  
CC - M.A./M.Ed. ( 9/1/1986 - 6/30/2010 )  
CE - Ed.D./Ph.D. ( 9/1/1986 - 6/30/2010 )  
SC - M.Ed. ( 9/1/1986 - 6/30/2010 )

##### **Troy University, Dothan**

Dr. Brent Tucker  
College of Education  
PO Box 8369  
Dothan, AL 36304-0368  
Phone: 334-983-6556okjnb  
<http://dothan.troy.edu/ed/psych/>  
CC - M.S. ( 1/8/2009 - 3/31/2011 )  
SC - M.Ed. ( 1/8/2009 - 3/31/2011 )

##### **Troy University, Montgomery**

Dr. Lynn Boyd  
Counseling Programs  
College of Education  
P.O. Drawer 4419  
Montgomery, AL 36103  
Phone: 334-241-5491  
[http://montgomery.troy.edu/div\\_cep/counseling/CHDPG1.htm](http://montgomery.troy.edu/div_cep/counseling/CHDPG1.htm)  
CC - M.S. ( 7/22/2006 - 10/31/2014 )  
SC - M.S. ( 7/22/2006 - 10/31/2014 )

##### **Troy University, Phenix City**

Dr. M. Kathryn Ness  
Department of Counseling and Psychology  
One University Place  
Phenix City, AL 36869  
Phone: 334-448-5146  
[http://phenix.troy.edu/dep\\_cp.htm](http://phenix.troy.edu/dep_cp.htm)  
CC - M.S. ( 4/1/1999 - 3/31/2015 )  
MHC - M.S. ( 4/1/1999 - 3/31/2015 )

SC - M.S. ( 4/1/1999 - 3/31/2015 )

##### **Troy University, Troy**

Dr. Andrew D. Creamer  
Psychology, Counseling and Foundations of  
Education  
219 General Academic Building  
Troy, AL 36082  
Phone: 334-670-5612  
<http://spectrum.troy.edu/%7Eeducation/PCF/counseling.html>  
CC - M.S. ( 1/1/2005 - 3/31/2013 )  
SC - M.S. ( 1/1/2005 - 3/31/2013 )

##### **University of Alabama**

Dr. Joy Burnham  
Program in Counselor Education  
P.O. Box 870231  
Tuscaloosa, AL 35487-0231  
Phone: 205-348-2302  
<http://education.ua.edu/psych/counselor/index.html>  
CC - M.A. ( 3/1/1982 - 10/31/2012 )  
CE - Ed.D./Ph.D. ( 3/1/1982 - 10/31/2012 )  
SC - M.A. ( 3/1/1982 - 10/31/2012 )

##### **University of Montevallo**

Dr. Stephanie Puleo  
Graduate Program in Counseling  
College of Education  
Station 6380  
Montevallo, AL 35115  
Phone: 205-665-6380  
<http://www.montevallo.edu/CLF/>  
CC - M.Ed. ( 9/1/2003 - 12/31/2011 )  
SC - M.Ed. ( 9/1/2003 - 12/31/2011 )

#### Arizona

##### **Arizona State University**

Dr. Sharon E Robinson-Kurpius  
Division of Psychology in Education  
Box 870611  
Payne Hall, Room 302  
Tempe, AZ 85287-0611  
Phone: 480/965-6104  
<http://coe.asu.edu/psych/>  
CC - M.C. ( 4/1/1995 - 6/30/2010 )

**Northern Arizona University**

Dr. Eugene Moan  
College of Education  
Educational Psychology  
PO Box 5774  
Flagstaff, AZ 86011-5774  
Phone: 928-523-9604  
<http://coe.nau.edu/academics/EPS/>  
CC - M.A. ( 11/1/1998 - 3/31/2014 )  
SC - M.Ed. ( 11/1/1998 - 3/31/2014 )

**University of Phoenix - Phoenix and Tucson**

Dr. Patricia L. Kerstner  
College of Health and Human Services  
4635 E. Elwood Street  
CJA 201  
Phoenix, AZ 85040  
Phone: 480-557-2179  
[www.phoenix.edu](http://www.phoenix.edu)  
CC - M.C. ( 4/1/1995 - 6/30/2010 )

**Arkansas****Arkansas State University**

Dr. Nola J Christenberry  
Department of Psychology and Counseling  
P.O. Box 1560  
State University, AR 72467-1560  
Phone: 870-972-3171  
[www.clt.astate.edu/psycoun/](http://www.clt.astate.edu/psycoun/)  
SC - M.S.E. ( 10/1/2001 - 12/31/2009 )

**Henderson State University**

Dr. R. Blair Olson  
Counselor Education  
PO Box 7774  
Arkadelphia, AR 71999-0001  
Phone: 870-230-5395  
<http://www.hsu.edu/counselor~education/>  
CC - M.S. ( 1/18/2008 - 3/31/2016 )  
SC - M.S.E. ( 1/18/2008 - 3/31/2016 )

**University of Arkansas**

Dr. Rebecca Newgent  
Counselor Education Program  
136 Graduate Education Building  
Fayetteville, AR 72701  
Phone: 479-575-7311  
<http://cned.uark.edu/>  
CC - M.S. ( 11/1/1997 - 3/31/2013 )  
CE - Ph.D. ( 11/1/1997 - 3/31/2013 )  
SC - M.S. ( 11/1/1997 - 3/31/2013 )

**California****California State University Fullerton**

Dr. Thuy Nguyen  
Department of Counseling  
PO Box 6868  
Fullerton, CA 92834-6868  
Phone: 714-278-3751  
<http://hdcs.fullerton.edu/counsel/counseling.htm>  
CC - M.S. ( 1/10/2007 - 3/31/2015 )

**California State University, Northridge**

Dr. Merril A Simon  
Educational Psychology and Counseling  
18111 Nordhoff Street  
Northridge, CA 91330-8265  
Phone: 818/677-2558  
<http://www.csun.edu/edpsy>  
CrC - M.S. ( 11/1/1994 - 6/30/2009 )  
MFC/T - M.S. ( 11/1/1994 - 6/30/2009 )  
SACC - M.S. ( 11/1/1994 - 6/30/2009 )  
SC - M.S. ( 3/1/1979 - 6/30/2009 )

**California State University, Sacramento**

Dr. Al Levin  
Department of Counselor Education  
College of Education  
6000 J Street  
Sacramento, CA 95819-6079  
Phone: 916-278-7019  
<http://edweb.csus.edu/edc/>  
CC - M.S. ( 1/7/2006 - 3/31/2010 )  
CrC - M.S. ( 1/7/2006 - 3/31/2010 )  
MFC/T - M.S. ( 1/7/2006 - 3/31/2010 )  
SC - M.S. ( 1/7/2006 - 3/31/2010 )

**California State University-Fresno**

Dr. Christopher Lucey  
Counseling Education Program  
5005 N. Maple Avenue, MS ED  
Fresno, CA 93740-8025  
Phone: 559-278-0407  
<http://education.csufresno.edu/cser/>  
MFC/T - M.S. ( 4/1/1995 - 6/30/2011 )

**California State University-Los Angeles**

Dr. Randy Campbell  
Division of Administration and Counseling  
King Hall C-1065  
5151 State University Drive  
Los Angeles, CA 90032  
Phone: 323-343-4257  
<http://www.calstatela.edu/academic/ccoe/>  
SC - M.S. ( 3/1/1978 - 10/31/2010 )

**San Francisco State University**

Dr. Robert C. Williams  
Counseling Department  
Burk Hall 524  
1600 Holloway Avenue  
San Francisco, CA 94132  
Phone: 415-338-2005  
<http://counseling.sfsu.edu/web/welcome.htm>

CIC - M.S. ( 3/1/1978 - 10/31/2010 )  
CrC - M.S. ( 5/1/1995 - 10/31/2010 )  
GC - M.S. ( 5/1/1995 - 10/31/2010 )  
MFC/T - M.S. ( 4/1/1991 - 10/31/2010 )  
SC - M.S. ( 3/1/1978 - 10/31/2010 )

**Sonoma State university**

Dr. Adam L Hill  
Masters in Counseling  
1801 East Cotati Avenue  
Room N220  
Rohnert Park, CA 94928  
Phone: 707/664-2340  
[www.sonoma.edu/counseling/](http://www.sonoma.edu/counseling/)  
CC - M.A. ( 3/1/1984 - 10/31/2014 )  
SC - M.A. ( 3/1/1984 - 10/31/2014 )

**University of San Diego**

Dr. Lonnie Rowell  
Counseling Program  
5998 Alcala Park  
San Diego, CA 92110  
Phone: 619-260-4212  
[www.sandiego.edu/counseling](http://www.sandiego.edu/counseling)  
SC - M.A. ( 1/8/2009 - 3/31/2017 )

<b>Canada</b>
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**Trinity Western University**

Dr. Marvin McDonald  
Graduate Program in Counselling  
Psychology  
7600 Glover Rd.  
Langley, BC, CAN V2Y 1Y1  
Phone: 604-513-2034  
<http://www.twu.ca/ac/Archive/20032004/gs/macp.asp>  
CC - M.A. ( 10/1/2002 - 12/31/2009 )  
SC - M.A. ( 10/1/2002 - 12/31/2009 )

<b>Colorado</b>
-----------------

**Adams State College**

Dr. Mary Mayorga  
Department of Counselor Education  
208 Edgemont Blvd  
Alamosa, CO 81102  
Phone: 719-587-7224

<http://counselored.adams.edu/>

CC - M.A. ( 10/1/1995 - 6/30/2011 )  
SC - M.A. ( 10/1/1995 - 6/30/2011 )

**Colorado State University**

Dr. John M. Littrell  
Counseling and Career Development  
225 School of Education  
Ft. Collins, CO 80525-1588  
Phone: 970-491-5160  
<http://soe.cahs.colostate.edu/>  
CC - M.Ed. ( 4/1/1997 - 3/31/2012 )  
CrC - M.Ed. ( 4/1/1997 - 3/31/2012 )  
SC - M.Ed. ( 4/1/1997 - 3/31/2012 )

**Denver Seminary**

Ms. Sharon Gipe  
Counseling Division  
6399 S. Santa Fe Drive  
Littleton, CO 80120  
Phone: 303-762-6954  
[www.denverseminary.edu/counseling](http://www.denverseminary.edu/counseling)  
CC - M.A. ( 4/1/1997 - 10/31/2012 )

**Regis University**

Dr. JoLynne Reynolds  
Graduate Counseling Program L-16  
School of Professional Studies  
3333 Regis Blvd.  
Denver, CO 80221-1099  
Phone: 303-964-5386  
<http://www.regis.edu>  
CC - M.A. ( 1/10/2007 - 3/31/2015 )

**University of Colorado, Colorado Springs**

Dr. David L Fenell  
Department of Counseling and Human  
Services  
UCCS - College of Education  
PO Box 7150  
Colorado Springs, CO 80933  
Phone: 719-262-4096  
<http://www.uccs.edu/~coe/counseling/>  
CC - M.A. ( 3/1/2001 - 6/30/2009 )  
SC - M.A. ( 3/1/2001 - 6/30/2009 )

**University of Colorado, Denver**

Dr. Marsha Wiggins  
Counseling Psychology and Counselor  
Education  
Campus Box 106  
P.O. Box 173364 UDHSC  
Denver, CO 80238-3364  
Phone: 303-315-6332  
<http://www.cudenver.edu/Pages/home.aspx>  
CC - M.A. ( 4/1/1991 - 10/31/2013 )

MFC/T - M.A. ( 4/1/1991 - 10/31/2013 )  
SC - M.A. ( 4/1/1991 - 10/31/2013 )

#### **University of Northern Colorado**

Dr. Linda Black  
School of Applied Psychology & Counselor  
Education  
McKee Hall 248, Box 131  
Greely, CO 80639  
Phone: 970-351-1638  
<http://www.unco.edu/cebs/ppsy/>  
CC - M.A. ( 3/1/1982 - 6/30/2011 )  
CE - Ph.D. ( 3/1/1982 - 6/30/2011 )  
MFC/T - M.A. ( 3/1/1982 - 6/30/2011 )  
SC - M.A. ( 3/1/1982 - 6/30/2011 )

#### **Connecticut**

##### **Fairfield University**

Dr. Diana Hulse  
Counselor Education Department  
Graduate School of Education and Allied  
Professions  
1073 North Benson Rd - Canisius Hall,  
Room 122  
Fairfield, CT 06824  
Phone: 203-254-4000  
<http://www.fairfield.edu/x3022.html>  
CC - M.A. ( 9/1/1986 - 3/31/2017 )  
SC - M.A. ( 9/1/1986 - 3/31/2017 )

##### **Southern Connecticut State University**

Dr. Misty Ginicola  
Community Counseling and School  
Counseling  
501 Crescent Street  
New Haven, CT 06515  
Phone: 203-392-5913  
[http://www.southernct.edu/counseling\\_schoolpsychology/graduateprograms/](http://www.southernct.edu/counseling_schoolpsychology/graduateprograms/)  
CC - M.S. ( 4/1/1995 - 12/31/2010 )  
SC - M.S. ( 4/1/1995 - 12/31/2010 )

##### **University of Connecticut**

Dr. Orv C. Karan  
Department of Educational Psychology  
249 Glenbrook Road  
Unit 2064  
Storrs, CT 06269-2064  
Phone: 860-486-0207  
<http://www.education.uconn.edu/departments/epsy/>  
SC - M.A. ( 7/19/2007 - 10/31/2015 )

#### **Western Connecticut State University**

Dr. Michael Gilles  
Counselor Education Program  
Education and Educational Psychology  
181 White Street  
Danbury, CT 06810  
Phone: 203-837-8513  
<http://www.wcsu.edu/graduate/degrees/moa-ce.asp>  
CC - M.S. ( 4/1/1995 - 12/31/2010 )  
SC - M.S. ( 4/1/1995 - 12/31/2010 )

#### **Delaware**

##### **Wilmington University**

Dr. R. Craig Williams  
Master of Science in Community Counseling  
Wilson Graduate Center  
31 Read's Way  
New Castle, DE 19720  
Phone: 302-295-1150  
<http://www.wilmu.edu/behavioralscience/mscc.html>  
CC - M.S. ( 3/1/1998 - 6/30/2013 )

#### **District of Columbia**

##### **Gallaudet University**

Dr. Roger Beach  
Department of Counseling  
FH107  
800 Florida Ave., NE  
Washington, DC 20002  
Phone: 202-651-5515  
<http://depts.galludet.edu/counseling/schoolprograms.htm>  
MHC - M.A. ( 3/1/1993 - 3/31/2010 )  
SC - M.A. ( 3/1/1993 - 3/31/2010 )

##### **George Washington University**

Dr. Pat Schwallie-Giddis  
Department of Counseling, Human and  
Organizational  
Studies  
Graduate School of Education and Human  
Development  
2134 G Street NW  
Washington, DC 20052  
Phone: 202-994-6856  
[www.gwu.edu/~chaos/](http://www.gwu.edu/~chaos/)  
CC - M.A. ( 3/1/1984 - 10/31/2009 )  
CE - Ph.D. ( 3/1/1984 - 10/31/2009 )  
SC - M.A. ( 3/1/1984 - 10/31/2009 )

#### **Florida**



**Argosy University, Sarasota**

Dr. Beverly L Mustaine  
School of Psychology and Behavioral  
Sciences  
5250 17th Street  
Sarasota, FL 34235  
Phone: 941-379-0404 x263  
[www.argosy.sarasota.edu](http://www.argosy.sarasota.edu)  
MHC - M.A. ( 7/1/2005 - 10/31/2013 )

**Barry University, Miami Shores and  
Orlando Campuses**

Dr. M. Sylvia Fernandez  
The Counseling Department  
Adrian Dominican School of Education  
11300 Northeast Second Avenue  
Miami Shores, FL 33161-6695  
Phone: 305-899-4868  
<http://www.barry.edu/counseling/>  
MFC/T - M.S. ( 10/1/2000 - 6/30/2011 )  
MHC - M.S. ( 10/1/1995 - 6/30/2011 )  
SC - M.S. ( 10/1/1995 - 6/30/2011 )

**Florida Atlantic University**

Dr. Paul Peluso  
Department of Counselor Education  
777 Glades Road  
Bldg 47, Room 270  
Boca Raton, FL 33431  
Phone: 561-297-3625  
<http://www.coe.fau.edu/counsel>  
MHC - M.Ed. ( 7/5/2005 - 10/31/2013 )  
SC - M.Ed. ( 7/5/2005 - 10/31/2013 )

**Florida Gulf Coast**

Dr. Abbe Finn  
College of Education  
Counseling Program  
10501 FGCU Boulevard South  
Ft. Myers, FL 33965  
Phone: 239-590-7772  
<http://coe.fgcu.edu/counseling-links.html>  
MHC - M.A. ( 7/1/2005 - 10/31/2013 )  
SC - M.Ed. ( 7/1/2005 - 10/31/2013 )

**Florida International University**

Dr. Adriana McEachern  
Educational and Psychological Studies /  
College of  
Education  
University Park, ZEB 214-A  
11200 SW 8th Street  
Miami, FL 33119  
Phone: 305-348-3391

<http://www.fiu.edu/~edpsy/>

MHC - M.S. ( 7/1/2004 - 10/31/2012 )  
SC - M.S. ( 7/1/2004 - 10/31/2012 )

**Florida State University**

Mr. Bryan Richards  
Dept. of Educational Psychology and  
Learning Systems  
College of Education  
307 Stone Building  
Tallahassee, FL 32306  
Phone: 850-645-7976  
[www.epls.fsu.edu/psych\\_services/index.htm](http://www.epls.fsu.edu/psych_services/index.htm)  
CrC - M.S./Ed.S. ( 10/1/1995 - 12/31/2010 )  
MHC - M.S./Ed.S. ( 10/1/1995 - 12/31/2010 )  
SC - M.S./Ed.S. ( 10/1/1995 - 12/31/2010 )

**Rollins College**

Dr. Alicia M Homrich  
Graduate Studies in Counseling  
1000 Holt Avenue, - 2726  
Winter Park, FL 32789-4499  
Phone: 407-691-1708  
[http://www.rollins.edu/holt/graduateschedule/  
mac/index.s  
html](http://www.rollins.edu/holt/graduateschedule/mac/index.shtml)  
MHC - M.A. ( 4/1/1994 - 10/31/2016 )

**Stetson University**

Dr. Leila F Roach  
Department of Counselor Education  
421 N. Woodland Blvd.  
Unit 8389  
DeLand, FL 32723  
Phone: 386-822-7238  
<http://www.stetson.edu/artsci/counselor>  
MFC/T - M.S. ( 3/1/2002 - 6/30/2010 )  
MHC - M.S. ( 3/1/2002 - 6/30/2010 )  
SC - M.S. ( 3/1/2002 - 6/30/2010 )

**Troy University, Southeast Region**

Dr. Carol A Lewis  
Counseling and Psychology  
College of Education  
21 New Warrington Road  
PO Box 33202  
Pensacola, FL 32508  
Phone: 850-301-2112  
[www.pensacola.troy.edu](http://www.pensacola.troy.edu)  
MHC - M.C. ( 1/8/2009 - 3/31/2011 )

**University of Central Florida**

Dr. E.H. Mike Robinson  
Department of Child Family and Community  
Sciences,

Counselor Education Program

P.O. Box 161250

4000 Central Blvd.

Orlando, FL 32816

Phone: 407/823-3819

<http://edcollege.ucf.edu/>

CE - Ph.D. ( 3/1/2002 - 3/31/2013 )

MHC - M.A. ( 11/1/1997 - 3/31/2013 )

SC - M.A./M.Ed. ( 11/1/1997 - 3/31/2013 )

**University of Florida**

Dr. Kathleen M Fallon

Department of Counselor Education

1215 Norman Hall

PO Box 117046

Gainesville, FL 32611

Phone: 352-392-0731 x228

[www.coe.ufl.edu/counselor/](http://www.coe.ufl.edu/counselor/)

CE - Ed.D./Ph.D. ( 3/1/1981 - 12/31/2011 )

MFC/T - M.S./Ed.S. ( 9/1/1996 - 12/31/2011 )

MHC - M.S./Ed.S. ( 9/1/1996 - 12/31/2011 )

SC - M.S./Ed.S. ( 3/1/1981 - 12/31/2011 )

**University of North Florida - MHC**

Dr. David Whittinghill

Mental Health Counseling Program

Department of Public Health Building

Brooks College of Health, Building 39

One UNF Drive

Jacksonville, FL 32224

Phone: 904-620-2838

<http://www.unf.edu/coehs/grad/listings/html>

MHC - M.Ed. ( 11/1/1998 - 3/31/2009 )

**University of North Florida - SC**

Dr. Carolyn Stone

School Counseling Program

College of Education and Human Services

Building 9, Office 1130

One UNF Drive

Jacksonville, FL 32224

Phone: 904-620-2838

[www.unf.edu/coehs](http://www.unf.edu/coehs)

SC - M.Ed. ( 11/1/1998 - 3:31:14 AM )

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[www.coedu.usf.edu/main/departments/psf/C](http://www.coedu.usf.edu/main/departments/psf/C)

**E/CounselED**

[.html](#)

CrC - M.A. ( 7/1/2005 - 10/31/2013 )

MHC - M.A. ( 7/1/2005 - 10/31/2013 )

SC - M.A. ( 7/1/2005 - 10/31/2013 )

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CC - M.Ed. ( 7/22/2006 - 10/31/2014 )

SC - M.Ed. ( 7/22/2006 - 10/31/2014 )

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CC - M.S. ( 11/1/1994 - 6/30/2009 )

SC - M.Ed. ( 11/1/1997 - 6/30/2009 )

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<http://coe.georgiasouthern.edu/lthd/counselored.html>

CC - M.Ed. ( 1/8/2009 - 3/31/2011 )

SA - M.Ed. ( 1/8/2009 - 3/31/2011 )

SC - M.Ed. ( 1/8/2009 - 3/31/2011 )

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CC - M.S. ( 3/1/1980 - 6/30/2011 )

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SC - M.Ed. ( 3/1/1980 - 6/30/2011 )

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<http://www2.mercer.edu/CAPS/Graduate+Programs/MCC/default.htm>

CC - M.S. ( 7/16/2008 - 3/31/2011 )

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[http://www.ngcsu.edu/Academic/Arts\\_Let/Psych/ccprogr/am/index.shtml](http://www.ngcsu.edu/Academic/Arts_Let/Psych/ccprogr/am/index.shtml)

CC - M.S. ( 7/22/2006 - 10/31/2014 )

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CC - M.A./M.Ed. ( 4/1/1987 - 12/31/2008 )

SC - M.A./M.Ed. ( 4/1/1987 - 12/31/2008 )

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<http://coe.westga.edu/cep/>

CC - M.Ed. ( 3/1/2001 - 10/31/2016 )

SC - M.Ed. ( 3/1/2001 - 10/31/2016 )

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SC - M.Ed. ( 7/17/2008 - 10/31/2016 )

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SC - M.A. ( 3/1/2000 - 10/31/2015 )

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CE - Ph.D. ( 10/1/1981 - 6/30/2009 )

MFC/T - M.C. ( 3/1/2002 - 6/30/2009 )

MHC - M.C. ( 11/1/1994 - 6/30/2009 )

SACC - M.C. ( 10/1/1981 - 6/30/2009 )

SC - M.C. ( 3/1/1980 - 6/30/2009 )

**Northwest Nazarene University**

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CC - M.S. ( 7/1/2005 - 3/31/2017 )

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SC - M.Ed. ( 10/1/2001 - 3/31/2017 )

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CC - M.A. ( 3/1/1992 - 3/31/2010 )

SC - M.A. ( 3/1/1992 - 3/31/2010 )

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[www.csu.edu/psychology/grad.htm](http://www.csu.edu/psychology/grad.htm)

CC - M.A. ( 3/1/2002 - 6/30/2010 )

SC - M.A. ( 3/1/2002 - 6/30/2010 )

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<http://www.cuchicago.edu>

CC - M.A. ( 3/1/2001 - 6/30/2011 )

SC - M.A. ( 4/1/1996 - 6/30/2011 )

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CC - M.S. ( 11/1/1997 - 3/31/2013 )

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CC - M.A. ( 4/1/1991 - 3/31/2014 )

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CC - M.S.Ed. ( 3/1/1989 - 10/31/2011 )

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CrC - M.S.Ed. ( 1/18/2008 - 10/31/2011 )

SC - M.S.Ed. ( 3/1/1989 - 10/31/2011 )

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[www.siu.edu/departments/coe/epse/](http://www.siu.edu/departments/coe/epse/)

CC - M.S.Ed. ( 3/1/1998 - 12/31/2011 )

CE - Ph.D. ( 3/1/1998 - 12/31/2011 )

MFC/T - M.S.Ed. ( 5/1/1995 - 12/31/2011 )

SC - M.S.Ed. ( 3/1/1998 - 12/31/2011 )

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CC - M.A. ( 10/1/1993 - 12/31/2009 )  
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CC - M.S.Ed. ( 4/1/1987 - 10/31/2016 )  
SC - M.S.Ed. ( 4/1/1987 - 10/31/2016 )

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SC - M.A. ( 10/1/2002 - 3/31/2010 )

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SC - M.S. ( 11/1/1998 - 10/31/2013 )

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MHC - M.A. ( 7/1/2004 - 10/31/2012 )

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SC - M.S. ( 7/1/2004 - 10/31/2012 )

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[www.indiana.edu/~counsel](http://www.indiana.edu/~counsel)  
CC - M.S. ( 10/1/2001 - 3/31/2017 )  
MHC - M.S./Ed.S. ( 10/1/2001 - 3/31/2011 )  
SC - M.S. ( 10/1/2001 - 3/31/2017 )

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<http://www.iusb.edu/~majors/counsel.shtml>  
CC - M.S. ( 7/1/2005 - 10/31/2013 )  
SC - M.S. ( 7/1/2005 - 10/31/2013 )

### **Indiana Wesleyan University**

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MFC/T - M.A. ( 3/1/1998 - 3/31/2011 )  
SC - M.A. ( 1/10/2007 - 3/31/2011 )

### **Purdue University**

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<http://www.edst.purdue.edu/cd/SchoolCounseling/index.html>  
SC - M.Ed./M.S. ( 9/1/1986 - 12/31/2009 )

## **Iowa**

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Development  
N338 Lindquist Center N  
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[www.education.uiowa.edu/crsd](http://www.education.uiowa.edu/crsd)

CC - M.A. ( 3/1/2001 - 10/31/2011 )

CE - Ph.D. ( 3/1/1989 - 10/31/2011 )

SA - M.A. ( 3/1/1989 - 10/31/2011 )

SC - M.A. ( 3/1/1989 - 10/31/2011 )

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MHC - M.A. ( 10/1/1990 - 3/31/2014 )

SC - M.Ed. ( 10/1/1990 - 3/31/2014 )

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[www.emporia.edu/counre/](http://www.emporia.edu/counre/)

MHC - M.S. ( 11/1/1997 - 10/31/2012 )

SC - M.S. ( 11/1/1997 - 10/31/2012 )

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[http://coe.k-](http://coe.k-state.edu/departments/secsa.htm)

[state.edu/departments/secsa.htm](http://coe.k-state.edu/departments/secsa.htm)

CE - Ph.D. ( 3/1/2001 - 6/30/2009 )

SC - M.S. ( 3/1/2001 - 6/30/2009 )

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CC - M.S. ( 10/1/1988 - 6/30/2011 )

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SC - M.Ed. ( 3/1/2003 - 6/30/2011 )

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MFC/T - M.A.E. ( 1/1/2005 - 3/31/2013 )

MHC - M.A.E. ( 1/1/2005 - 3/31/2013 )

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CC - M.Ed. ( 3/1/1998 - 10/31/2013 )  
MFC/T - M.Ed. ( 3/1/1998 - 10/31/2013 )  
SC - M.Ed. ( 3/1/1998 - 10/31/2013 )

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CC - M.Ed. ( 10/1/1989 - 10/31/2012 )  
CE - Ph.D. ( 10/1/1989 - 10/31/2012 )  
CIC - M.Ed. ( 4/1/1997 - 10/31/2012 )  
SC - M.Ed. ( 10/1/1989 - 10/31/2012 )

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[counseling/default.asp](#)

SC - M.A./M.Ed. ( 4/1/1997 - 10/31/2012 )

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CE - Ph.D. ( 10/1/1985 - 3/31/2010 )

SC - M.A./M.Ed. ( 10/1/1999 - 3/31/2010 )

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MHC - M.Ed. ( 7/19/2007 - 10/31/2009 )

SA - M.Ed. ( 7/19/2007 - 10/31/2009 )

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**Michigan**

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[http://www.educ.andrews.edu/program\\_ecp0.html](http://www.educ.andrews.edu/program_ecp0.html)

CC - M.A. ( 3/1/1990 - 10/31/2012 )

SC - M.A. ( 3/1/1990 - 10/31/2012 )

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CC - M.A. ( 10/1/1989 - 10/31/2013 )

CIC - M.A. ( 3/1/2002 - 10/31/2013 )

SC - M.A. ( 4/1/1998 - 10/31/2013 )

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CC - M.A. ( 7/17/2008 - 10/31/2010 )

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CC - M.A. ( 11/1/1994 - 6/30/2010 )

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SC - M.A. ( 11/1/1994 - 6/30/2010 )

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<http://liberalarts.udmercy.edu/cas>

CC - M.A. ( 3/1/2001 - 10/31/2010 )

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CC - M.A. ( 11/1/1994 - 12/31/2010 )

CE - Ed.D./Ph.D. ( 11/1/1994 - 12/31/2010 )

SC - M.Ed. ( 11/1/1994 - 12/31/2010 )

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CC - M.A. ( 10/1/1983 - 10/31/2014 )  
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MFC/T - M.S. ( 7/1/2005 - 12/31/2011 )  
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CC - M.S. ( 9/1/1986 - 3/31/2011 )  
MHC - M.S. ( 1/8/2009 - 3/31/2011 )  
SA - M.S. ( 10/1/1995 - 3/31/2011 )  
SC - M.S. ( 9/1/1986 - 3/31/2011 )

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CC - M.S. ( 7/19/2007 - 10/31/2015 )  
CIC - M.S. ( 7/19/2007 - 10/31/2015 )  
SA - M.S. ( 7/19/2007 - 10/31/2015 )  
SC - M.S. ( 7/19/2007 - 10/31/2009 )

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SA - M.S. ( 1/10/2007 - 10/31/2010 )  
SC - M.S. ( 10/1/2001 - 10/31/2010 )

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CC - M.S. ( 7/17/2008 - 10/31/2010 )

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MHC - M.S. ( 1/8/2009 - 3/31/2011 )

### **Winona State University**

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SC - M.S. ( 10/1/2001 - 3/31/2017 )

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[http://www.deltast.edu/academics/educ/behavsci/public\\_html/index.html](http://www.deltast.edu/academics/educ/behavsci/public_html/index.html)  
CC - M.Ed. ( 4/1/1991 - 10/31/2012 )  
SC - M.Ed. ( 4/1/1997 - 10/31/2012 )

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CC - M.S. ( 7/19/2007 - 10/31/2009 )

### **Mississippi College**

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<http://www.mc.edu/campus/academics/PSY/>

MFC/T - M.S. ( 3/1/2001 - 6/30/2009 )

MHC - M.S. ( 3/1/2001 - 6/30/2009 )

SC - M.Ed. ( 3/1/2001 - 6/30/2009 )

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CIC - M.S. ( 1/7/2006 - 3/31/2014 )

SA - M.S. ( 5/1/1991 - 3/31/2014 )

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CC - M.Ed. ( 3/1/2001 - 6/30/2009 )

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## **Missouri**

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CC - M.A. ( 3/1/1998 - 10/31/2013 )

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CE - Ed.D./Ph.D. ( 7/17/2008 - 10/31/2016 )

CrC - M.Ed. ( 3/1/2001 - 10/31/2016 )

SC - M.Ed. ( 3/1/2001 - 10/31/2016 )

## **Montana**

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MFC/T - M.S. ( 3/1/1993 - 3/31/2015 )

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CC - M.A. ( 3/1/2001 - 10/31/2010 )  
CE - Ed.D./Ph.D. ( 4/1/1994 - 10/31/2010 )  
CIC - M.A. ( 4/1/1994 - 10/31/2010 )  
MFC/T - M.A. ( 7/19/2007 - 10/31/2010 )  
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#### **New Hampshire**

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#### **Monmouth University - SC**

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SC - M.S.Ed ( 1/8/2009 - 3/31/2011 )

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SC - M.A. ( 1/8/2009 - 3/31/2011 )

#### **Rider University**

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[www.rider.edu](http://www.rider.edu)

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SC - M.A. ( 4/1/1999 - 10/31/2014 )

#### **William Paterson University**

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[http://www.wpunj.edu/COE/Departments/SPED\\_COUNSEL](http://www.wpunj.edu/COE/Departments/SPED_COUNSEL)

[/counsel\\_programs/med\\_couns\\_final.htm](http://www.wpunj.edu/COE/Departments/SPED_COUNSEL/counsel_programs/med_couns_final.htm)

CC - M.Ed. ( 10/1/2002 - 12/31/2010 )

SC - M.Ed. ( 10/1/2002 - 12/31/2010 )

#### **New Mexico**

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CC - M.A. ( 10/1/1982 - 10/31/2012 )

CE - Ph.D. ( 3/1/1998 - 10/31/2012 )

SC - M.A. ( 10/1/1982 - 10/31/2012 )

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CC - M.S. ( 1/8/2009 - 3/31/2017 )

SC - M.S. ( 1/8/2009 - 3/31/2017 )

##### **Lehman College (CUNY)**

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[http://www.lehman.edu/deanedu/splservcsedu/programcourse\\_grad.html](http://www.lehman.edu/deanedu/splservcsedu/programcourse_grad.html)

SC - M.S.Ed. ( 7/17/2008 - 10/31/2016 )

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MHC - M.S. ( 1/18/2008 - 10/31/2012 )

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CC - M.S. ( 1/1/2004 - 10/31/2016 )  
CC - M.S. ( 7/17/2008 - 10/31/2016 )  
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MHC - M.S. ( 7/19/2007 - 6/30/2011 )  
SC - M.S. ( 3/1/2003 - 6/30/2011 )

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CC - M.A. ( 10/1/1983 - 10/31/2013 )  
SC - M.A. ( 10/1/1983 - 10/31/2013 )

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SC - M.A. ( 1/18/2008 - 3/31/2010 )

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CC - M.S. ( 3/1/2001 - 6/30/2009 )  
SC - M.S. ( 3/1/2001 - 6/30/2009 )

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CC - M.A. ( 1/7/2006 - 3/31/2014 )  
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SC - M.A. ( 1/7/2006 - 3/31/2014 )

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CE - Ph.D. ( 3/1/1990 - 10/31/2012 )

CIC - M.Ed./M.S. ( 3/1/1990 - 10/31/2012 )

SC - M.Ed./M.S. ( 4/1/1998 - 10/31/2012 )

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GC - M.S. ( 10/1/1995 - 12/31/2010 )

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CC - M.Ed./M.S. ( 4/1/1997 - 10/31/2012 )

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<http://chdsw.educ.kent.edu/>

CC - M.Ed. ( 4/1/1991 - 3/31/2013 )

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CC - M.Ed. ( 9/1/1986 - 6/30/2010 )

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CC - M.A./M.S.Ed. ( 10/1/1985 - 3/31/2016 )

CE - Ph.D. ( 10/1/1985 - 3/31/2016 )

MFC/T - M.A./M.S.Ed. ( 4/1/1994 - 3/31/2016 )

SC - M.A./M.S.Ed. ( 4/1/1994 - 3/31/2016 )

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CE - Ed.D. ( 3/1/1993 - 6/30/2009 )

MHC - M.A. ( 10/1/2002 - 6/30/2009 )

SC - M.Ed. ( 3/1/1993 - 6/30/2009 )

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<http://cesp.utoledo.edu>

CC - M.A. ( 10/1/1989 - 10/31/2012 )

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SC - M.A. ( 10/1/1989 - 10/31/2012 )

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MHC - M.A. ( 1/10/2007 - 3/31/2015 )

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[http://www.ed.wright.edu/academic/human\\_services/index.php](http://www.ed.wright.edu/academic/human_services/index.php)

CC - M.A./M.S. ( 3/1/1989 - 10/31/2011 )

MHC - M.A./M.S. ( 7/1/2004 - 10/31/2011 )

SC - M.Ed. ( 3/1/1989 - 10/31/2011 )

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CC - M.A. ( 1/7/2006 - 3/31/2014 )

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CC - M.S.Ed. ( 11/1/1984 - 3/31/2015 )

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## **Oklahoma**

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[http://www.okstate.edu/education/sahp/sah  
epcore.html](http://www.okstate.edu/education/sahp/sah<br/>epcore.html)

CC - M.S. ( 7/1/2005 - 10/31/2013 )

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## **Oregon**

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[oregonstate.edu/education/counselor.html](http://oregonstate.edu/education/counselor.html)

CC - M.S. ( 3/1/1986 - 3/31/2016 )

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SC - M.S. ( 3/1/1986 - 3/31/2016 )

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[http://www.pdx.edu/sped-  
coun/coun\\_program.html](http://www.pdx.edu/sped-<br/>coun/coun_program.html)

CC - M.A./M.S. ( 3/1/1993 - 3/31/2016 )

SC - M.A./M.S. ( 3/1/1993 - 3/31/2016 )

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[http://www.sou.edu/psychology/map/index.ht  
ml](http://www.sou.edu/psychology/map/index.ht<br/>ml)

MHC - M.A. ( 7/1/2004 - 10/31/2012 )

## **Pennsylvania**

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CC - M.S. ( 1/7/2006 - 3/31/2014 )

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### **Duquesne University**

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CC - M.S.Ed. ( 4/1/1993 - 12/31/2009 )

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MFC/T - M.S.Ed. ( 10/1/2001 - 12/31/2009 )

SC - M.S.Ed. ( 4/1/1993 - 12/31/2009 )

### **Edinboro University of Pennsylvania**

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[http://webs.edinboro.edu/departments/profst  
udies.asp](http://webs.edinboro.edu/departments/profst<br/>udies.asp)

CC - M.A. ( 7/19/2007 - 10/31/2009 )

CIC - M.A. ( 7/19/2007 - 10/31/2009 )

SA - M.A. ( 7/19/2007 - 10/31/2009 )

SC - M.A. ( 7/19/2007 - 10/31/2009 )

### **Geneva College**

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MFC/T - M.A. ( 1/18/2008 - 3/31/2016 )

MHC - M.A. ( 1/18/2008 - 3/31/2016 )

SC - M.A. ( 1/18/2008 - 3/31/2016 )

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CC - M.A. ( 7/17/2008 - 10/31/2010 )  
SC - M.Ed. ( 7/17/2008 - 10/31/2010 )

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.htm](http://www.marywood.edu/departments/counseling/index.htm)

MHC - M.A. ( 3/1/2002 - 6/30/2009 )

SC - M.S. ( 3/1/2002 - 6/30/2009 )

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storal/index.  
asp](http://www.neumann.edu/academics/grad/pastoral/index.asp)

CC - M.S. ( 1/18/2008 - 3/31/2010 )

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[www.ed.psu.edu/cned/ced.asp](http://www.ed.psu.edu/cned/ced.asp)

CE - Ph.D. ( 3/1/2003 - 6/30/2011 )

SC - M.Ed. ( 3/1/2003 - 6/30/2011 )

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CC - M.S. ( 3/1/1980 - 6/30/2011 )

CIC - M.S. ( 3/1/1980 - 6/30/2011 )

MHC - M.S. ( 4/1/1996 - 6/30/2011 )

SA - M.S. ( 3/1/1980 - 6/30/2011 )

SC - M.Ed. ( 3/1/1980 - 6/30/2011 )

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CC - M.A. ( 3/1/2002 - 3/31/2011 )

SA - M.A. ( 1/8/2009 - 3/31/2011 )

SC - M.Ed. ( 7/1/2005 - 3/31/2011 )

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s](http://academic.scranton.edu/departments/chs)

CC - M.S. ( 3/15/1992 - 10/31/2009 )

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\\_grad\\_prgm  
\\_m\\_cc.php](http://www.hehd.clemson.edu/schoolofed/acad_grad_prgram_cc.php)

CC - M.Ed. ( 7/19/2007 - 10/31/2015 )

CIC - M.Ed. ( 7/19/2007 - 10/31/2015 )

SA - M.Ed. ( 7/19/2007 - 10/31/2015 )

SC - M.Ed. ( 7/19/2007 - 10/31/2015 )

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SC - M.Ed. ( 7/1/2005 - 10/31/2013 )

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SC - M.Ed. ( 7/1/2005 - 10/31/2013 )

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CE - Ph.D. ( 7/19/2007 - 10/31/2009 )  
MFC/T - Ed.S. ( 7/19/2007 - 10/31/2009 )  
SC - Ed.S. ( 7/19/2007 - 10/31/2009 )

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[www.winthrop.edu/graduate-studies/master\\_of\\_education\\_in\\_counseling.html](http://www.winthrop.edu/graduate-studies/master_of_education_in_counseling.html)  
CC - M.Ed. ( 3/1/2001 - 10/31/2016 )  
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SC - M.A. ( 3/1/1993 - 3/31/2016 )

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CE - Ph.D. ( 7/1/2005 - 10/31/2012 )

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CC - M.Ed. ( 3/1/1983 - 10/31/2013 )

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<http://www.sfasu.edu/education/departments/humanservi>

[ces/programs/counseling.asp](http://www.sfasu.edu/education/departments/humanservices/programs/counseling.asp)

CC - M.A. ( 10/1/1993 - 6/30/2009 )

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CC - M.S. ( 7/1/2004 - 10/31/2012 )

CE - Ph.D. ( 7/1/2004 - 10/31/2012 )

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CC - M.S. ( 3/1/1992 - 10/31/2014 )

CE - Ph.D. ( 3/1/1992 - 10/31/2014 )

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SC - M.Ed. ( 3/1/2003 - 10/31/2015 )

#### **Texas Tech University**

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CC - M.Ed. ( 7/19/2007 - 10/31/2009 )

CE - Ph.D. ( 7/19/2007 - 10/31/2009 )

SC - M.Ed. ( 7/19/2007 - 10/31/2009 )

#### **Texas Woman's University**

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<http://www.twu.edu/COPE/famsci/c+d/index.htm>

CC - M.S. ( 10/1/2000 - 3/31/2016 )

SC - M.S. ( 10/1/2000 - 3/31/2010 )

#### **University of Mary Hardin-Baylor**

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900 College St.

Belton, TX 76513

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CC - M.A. ( 7/1/2004 - 10/31/2012 )

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CC - M.Ed./M.S. ( 3/1/1980 - 12/31/2011 )

CE - Ph.D. ( 3/1/1980 - 12/31/2011 )

CIC - M.Ed./M.S. ( 3/1/1980 - 12/31/2011 )

SC - M.Ed./M.S. ( 3/1/1980 - 12/31/2011 )

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SC - M.A. ( 7/17/2008 - 10/31/2016 )

#### **Utah**

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MHC - M.C. ( 3/1/2001 - 6/30/2009 )

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[www.uvm.edu/~cslgprog](http://www.uvm.edu/~cslgprog)

MHC - M.S. ( 10/1/1999 - 10/31/2012 )

SC - M.S. ( 10/1/1982 - 10/31/2012 )

#### **Virginia**

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<http://www.wm.edu/education.programs/spa>

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CC - M.Ed. ( 10/1/1999 - 10/31/2014 )  
CE - Ph.D. ( 10/1/1999 - 10/31/2014 )  
MFC/T - M.Ed. ( 7/1/2006 - 10/31/2014 )  
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### **Eastern Mennonite University**

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CC - M.A. ( 3/1/2002 - 6/30/2009 )

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SC - M.Ed. ( 4/1/1996 - 12/31/2011 )

### **Lynchburg College**

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CC - M.Ed. ( 7/19/2007 - 10/31/2009 )

SC - M.Ed. ( 7/19/2007 - 10/31/2009 )

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CC - M.A. ( 10/1/2001 - 3/31/2017 )

CC - M.A. ( 1/8/2009 - 3/31/2017 )

SC - M.A. ( 10/1/2001 - 3/31/2017 )

### **Old Dominion University**

Dr. Theodore P. Remley  
Department of Educational Leadership and  
Counseling

### **Counseling Graduate Program**

110 Education Building

Norfolk, VA 23529

Phone: 757-683-6695

<http://education.odu.edu/elc/academics/counseling/>

CC - M.S.Ed. ( 10/1/1996 - 3/31/2012 )

CE - Ph.D. ( 1/8/2009 - 3/31/2012 )

CIC - M.S.Ed. ( 10/1/1996 - 3/31/2012 )

MHC - M.S.Ed. ( 1/8/2009 - 3/31/2012 )

SC - M.S.Ed. ( 10/1/1996 - 3/31/2012 )

### **Radford University**

Dr. Fran Steigerwald

Department of Counseling and Human  
Development

PO Box 6994

Radford, VA 24142

Phone: 540-831-6479

[eduweb.education.radford.edu/counselored](http://eduweb.education.radford.edu/counselored)

CC - M.S. ( 4/1/1996 - 3/31/2012 )

CIC - M.S. ( 4/1/1996 - 3/31/2012 )

SC - M.S. ( 4/1/1996 - 3/31/2012 )

### **Regent University**

Dr. Stephen E Parker

School of Psychology and Counseling

1000 Regent University Drive

Virginia Beach, VA 23464-9800

Phone: 757-226-4293

<http://www.regent.edu/acad/schcou/>

CC - M.A. ( 10/1/2000 - 3/31/2016 )

CE - Ph.D. ( 1/18/2008 - 3/31/2016 )

SC - M.A. ( 10/1/2000 - 3/31/2016 )

### **University of Virginia**

Dr. Harriet L Glossoff

Counselor Education Program

Curry School of Education

169 Ruffner Hall, PO Box 400269

Charlottesville, VA 22904-4269

Phone: 434-243-8717

<http://curry.edschool.virginia.edu>

CE - Ed.D./Ph.D. ( 3/1/1980 - 10/31/2011 )

MHC - M.Ed. ( 10/1/2001 - 10/31/2011 )

SC - M.Ed. ( 3/1/1980 - 10/31/2011 )

### **Virginia Commonwealth University**

Dr. Mary Hermann

Department of Counselor Education

1015 West Main Street

PO Box 842020

Richmond, VA 23284-2020

Phone: 804-827-2629

[www.soe.vcu.edu/departments/ce/](http://www.soe.vcu.edu/departments/ce/)

SA - M.Ed. ( 1/8/2009 - 3/31/2017 )  
SC - M.Ed. ( 1/8/2009 - 3/31/2017 )

**Virginia Polytechnical Institute and State University**

Dr. Gerard Lawson  
Counselor Education  
308 East Eggleston - 0302  
Blacksburg, VA 24061-0302  
Phone: 540-231-9703  
<http://www.soe.vt.edu/counselored/>  
CC - M.A. ( 3/1/2000 - 10/31/2015 )  
CE - Ph.D. ( 3/1/2000 - 10/31/2010 )  
SC - M.A. ( 3/1/2000 - 10/31/2015 )

**Washington**

**Central Washington University**

Dr. Robert Brammer  
Mental Health Counseling Program  
400 E. University Way  
Department of Psychology, MS 7575  
Ellensburg, WA 98926-7575  
Phone: 509-963-2501  
<http://www.cwu.edu/~counpsy/>  
MHC - M.S. ( 7/19/2007 - 10/31/2009 )

**Eastern Washington University**

Dr. Marty Slyter  
Department of Counselor Education and Developmental  
Psychology  
135 Martin Hall  
Cheney, WA 99004  
Phone: 509-359-6499  
<http://www.ewu.edu/x8945.xml>  
MHC - M.S. ( 3/1/1996 - 12/31/2009 )  
SC - M.S. ( 5/1/1994 - 12/31/2009 )

**Gonzaga University**

Dr. Lisa Bennett  
Department of Counselor Education  
East 502 Boone Avenue  
Spokane, WA 99208  
Phone: 309-323-3515  
<http://www.gonzaga.edu/soe>  
CC - M.A. ( 1/1/2005 - 3/31/2013 )  
SC - M.A. ( 7/20/2006 - 3/31/2013 )

**Western Washington University**

Dr. Arleen C Lewis  
School and Mental Health Counseling  
Department of Psychology  
516 High Street  
Bellingham, WA 98225-9089  
Phone: 360-650-3523

[www.ac.wvu.edu/~psych](http://www.ac.wvu.edu/~psych)

MHC - M.S. ( 10/15/1993 - 10/31/2015 )  
SC - M.Ed. ( 10/15/1993 - 10/31/2015 )

**West Virginia**

**West Virginia University**

Dr. Ed Jacobs  
Department of Counseling, Rehabilitation  
Counseling, and  
Counseling Psychology  
3040 University Ave.  
PO Box 6122  
Morgantown, WV 26506-6122  
Phone: 304-293-2177  
[www.hre.wvu.edu/crc/counseling](http://www.hre.wvu.edu/crc/counseling)  
CC - M.A. ( 3/1/1993 - 12/31/2008 )  
SC - M.A. ( 3/1/1993 - 12/31/2008 )

**Wisconsin**

**University of Wisconsin, Oshkosh**

Dr. Thomas R Scofield  
College of Education and Human Services  
800 Algoma Boulevard  
Oshkosh, WI 54901  
Phone: 920-424-1475  
[www.coehs.uwosh.edu/counselor\\_ed/](http://www.coehs.uwosh.edu/counselor_ed/)  
CC - M.Ed. ( 7/19/2007 - 3/31/2014 )  
SA - M.Ed. ( 7/19/2007 - 3/31/2014 )  
SC - M.Ed. ( 7/19/2007 - 3/31/2014 )

**University of Wisconsin, Whitewater**

Dr. David Van Doren  
Counselor Education  
Winther Hall 6035  
Whitewater, WI 53190  
Phone: 262-472-1452  
<http://academics.uww.edu/counseled/>  
CC - M.S. ( 10/1/2000 - 3/31/2010 )  
CIC - M.S. ( 10/1/2000 - 3/31/2010 )  
SA - M.S. ( 10/1/2000 - 3/31/2010 )  
SC - M.S. ( 10/1/2000 - 3/31/2010 )

**Wyoming**

**University of Wyoming**

Dr. Serena Lambert  
Counselor Education  
Department 3374,  
1000 East University Ave.  
Laramie, WY 82070  
<http://www.uwyo.edu/cnsled/>  
CC - M.A./M.S. ( 3/1/1982 - 3/31/2012 )  
CE - Ed.D./Ph.D. ( 3/1/1982 - 3/31/2012 )  
SA - M.A./M.S. ( 3/1/1982 - 3/31/2012 )  
SC - M.A./M.S. ( 3/1/1982 - 3/31/2012 )



## Appendix G

### Email to Chairpersons of CACREP-Accredited Programs

Dear Dr. :

Hello! My name is Shannon Warden. I am a Doctoral Candidate in counselor education at UNC Greensboro and am recruiting participants (master's counseling students and full-time counselor education faculty) for a quick online survey for my dissertation study. To do this, I am asking that you consider allowing me to send you an **email invitation that can be forwarded through your department's listserv**. If you are able to help, please reply to this email, and I will then email you with the email invitation/survey link that can be forwarded to your students and faculty. Below, you'll see fast facts about my **IRB-approved dissertation study (UNCG, #08-0199)**, followed by a more in-depth description.

**Thanks for your consideration!**

Sincerely,

Shannon P. Warden, MA.Ed., LPC, NCC  
Doctoral Candidate  
Department of Counseling and Educational Development  
The University of North Carolina at Greensboro

#### **FAST FACTS ABOUT MY STUDY:**

**IRB approval:** UNC Greensboro, #08-0199

**Dissertation Chair:** Dr. James Benshoff

**Study Name:** Testing the Engagement Theory of Program Quality in CACREP-Accredited Counselor Education Programs

**Risk to participants:** None

**Reward:** Participants can register to win one of four \$50 Target gift cards

**Time:** No more than 20 minutes to complete online survey

**Confidentiality:** Email addresses will not be collected (unless participants want to participate in the drawing, and then addresses will only be used to contact drawing winners)

### **MORE IN-DEPTH INFO ABOUT MY STUDY:**

This study requires participation by **master's-level students currently enrolled either part- or full-time** in CACREP-accredited counselor education programs. My study also requires the participation of **faculty members (full-time permanent and full-time non-permanent)** who teach master's-level counselor education students.

The **purpose of my study** is to examine The Engagement Theory of Program Quality (Haworth & Conrad, 1997), which describes program quality according to 17 attributes of quality. More specifically, the purpose of this study is to determine to what extent current master's-level students and faculty in CACREP-accredited counselor education programs in the United States perceive the attributes as important indicators of program quality and to what extent they perceive the attributes as currently existent in their respective master's-level counselor education programs. Study participants will be contributing to the program evaluation efforts of theirs and other CACREP-accredited counselor education programs.

**All data will be handled confidentially.** Participants of the study will not be asked to identify themselves by name. They will be asked to provide the name of their institutions, but this information will not be reported and will be handled confidentially.



## Appendix H

### Email Invitation Sent Through Departmental Listservs

Subject: What makes a quality counselor education program?

I know it's a busy time of the semester, but I need your help with a **quick online survey** to better understand what makes a quality counselor education program.

If you are a **master's student or faculty member** in a CACREP-accredited counselor education program, you are eligible to participate in this survey. By participating, you have the opportunity to enter a drawing for one of four **\$50 gift cards to Target**. Click the link below to participate in the survey:

[https://www.surveymonkey.com/s.aspx?sm=qczH\\_2ftjAdcKgct6S65hffQ\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=qczH_2ftjAdcKgct6S65hffQ_3d_3d)

**I really appreciate your help!**

Sincerely,  
Shannon P. Warden, MA.Ed., LPC, NCC  
Doctoral Candidate  
Department of Counseling and Educational Development  
The University of North Carolina at Greensboro

## Appendix I

### Consent Form

#### THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

#### CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

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**Project Title:** Testing The Engagement Theory of Program Quality in CACREP-Accredited

Counselor Education Programs

**Project Director:** Shannon P. Warden, MA.Ed., LPC, NCC  
Doctoral Candidate  
Department of Counseling and Educational Development  
The University of North Carolina at Greensboro

**Dissertation Advisor:** Dr. James Benshoff  
Professor  
Department of Counseling and Educational Development  
The University of North Carolina at Greensboro

#### What is the study about?

The purpose of this research study is to examine The Engagement Theory of Program Quality (Haworth & Conrad, 1997), which describes program quality according to 17 attributes of quality. More specifically, the purpose of this study is to determine to what extent current master's-level students and faculty in CACREP-accredited counselor education programs in the United States perceive the attributes as important indicators of program quality and to what extent they perceive the attributes as currently existent in their respective master's-level counselor education programs.

#### Why are you asking me?

The following types of participants are being recruited for this research study: 1) part-time and full-time master's-level counselor education students currently enrolled in CACREP-accredited counselor education programs; and, 2) full-time/permanent and full-time/non-permanent faculty members who teach master's-level counselor education students in CACREP-accredited counselor education programs.

#### What will you ask me to do if I agree to be in the study?

Participants will be asked to complete a quick online survey through Survey Monkey (an Internet survey company). The survey consists of the following: 1) a 27-item *importance scale* that uses a five-point Likert scale to ask participants how they rate the importance of the attributes of The Engagement Theory of Program Quality; 2) a 27-item *presence scale* that uses a five-point Likert scale to ask participants how they rate the *presence* of the attributes of the Engagement Theory of Program Quality

in their current counselor education program; 3) a satisfaction indicator of participants' satisfaction with various aspects of their programs; and, 4) a brief demographics questionnaire that participants will respond to using multiple choice options.

Expected time required for participation in this research study is **20 minutes**.

**What are the dangers to me?**

There is no anticipated risk associated with participating in this study.

If participants have concerns about their rights or how they are being treated, they may contact Eric Allen in the Office of Research and Compliance at The University of North Carolina at Greensboro at (336) 256-1482. Questions about this research study or about benefits or risks associated with participating in this study can be answered by Dr. James Benshoff ([james.benshoff@gmail.com](mailto:james.benshoff@gmail.com); 336-334-3423) or Shannon Warden ([spwarden@uncg.edu](mailto:spwarden@uncg.edu); 336-595-3493).

**Are there any benefits to me for taking part in this research study?**

Participants may be contributing to the program evaluation efforts of theirs and other CACREP-accredited counselor education programs. Participants' insights about what makes a quality counselor education program may help administrators and faculty continue positive program evaluation efforts. Participants may enjoy the satisfaction of assisting in efforts to advance the profession of counseling through improved program evaluations in CACREP-accredited counselor education programs.

**Are there any benefits to society as a result of me taking part in this research?**

Ideally, quality counselor education programs graduate quality counselors. These counselors work in a wide variety of settings in society and stand to impact their clients and communities in many important ways. The results of this research study and dialogue about the study may provide counselor education programs with information about how to better understand and assess program quality, which then may lead to helping graduates become successful counselors in their communities.

**Will I get paid for being in the study? Will it cost me anything?**

After completing the survey, participants may choose to email the researcher if they wish to be entered in a drawing for one of four \$50 gift cards to Target (2 for students; 2 for faculty). Email addresses will not be linked to the participants' survey responses and will only be used to make arrangements for mailing drawing winners their gift cards.

**How will you keep my information confidential?**

Participants will not be asked to identify themselves, nor will their IP (Internet Protocol) addresses be stored. Participants will be asked to identify the institution with which they are affiliated. However, names of participants' respective institutions will not be used in any reports related to the study.

All data will be stored in a locked facility at The University of North Carolina at Greensboro until May 2012. All information obtained in this study is strictly confidential unless disclosure is required by law.

**What if I want to leave the study?**

Potential participants have the right to refuse to participate without penalty. Once participants have submitted their surveys, participation cannot be withdrawn because there will be no way to link participants' identities with their responses.

**Voluntary Consent by Participant:**

By accepting the terms of this consent form, you are agreeing that you have read and fully understand the contents of this document and are willing to take part in this research study. All of your questions concerning this study have been answered. You also are agreeing that you are 18 years of age or older and are voluntarily agreeing to participate in this study.

Please print this consent form and keep a copy for your personal record.

## Appendix J

### Item-Total Correlations

#### Wave 1

#### Students

Subscale	Item	(Importance)	Item	(Presence)
Diverse and Engaged Participants	1, 28	.51	28	.60
	2, 29	.66	29	.63
	4, 31	.61	31	.73
	8, 35	.57	35	.71
	9, 36	.59	36	.73
	11, 38	.65	38	.68
	26, 53	.67	53	.72
Participatory Cultures	3, 30	.50	30	.68
	12, 39	.63	39	.71
	14, 41	.59	41	.85
	15, 42	.68	42	.80
	20, 47	.70	47	.67
	27, 54	.71	54	.82
Interactive Teaching and Learning	7, 34	.40	34	.60
	16, 43	.64	43	.71
	18, 45	.55	45	.78
	21, 48	.67	48	.60
	22, 49	.64	49	.74
	24, 51	.59	51	.79
Connected Program Requirements	5, 32	.73	32	.75
	17, 44	.63	44	.72
	23, 50	.60	50	.69
	25, 52	.51	52	.48
Adequate Resources	6, 33	.58	33	.75
	10, 37	.71	37	.59
	13, 40	.66	40	.76
	19, 46	.58	46	.63

## Item-Total Correlations

### Faculty

Subscale	Item	(Importance)	Item	(Presence)
Diverse and Engaged Participants	1, 28	.66	28	.65
	2, 29	.77	29	.71
	4, 31	.76	31	.83
	8, 35	.49	35	.73
	9, 36	.72	36	.65
	11, 38	.59	38	.82
	26, 53	.46	53	.63
Participatory Cultures	3, 30	.61	30	.82
	12, 39	.71	39	.71
	14, 41	.75	41	.91
	15, 42	.65	42	.87
	20, 47	.67	47	.64
	27, 54	.67	54	.89
Interactive Teaching and Learning	7, 34	.48	34	.59
	16, 43	.66	43	.79
	18, 45	.73	45	.79
	21, 48	.69	48	.69
	22, 49	.68	49	.76
	24, 51	.64	51	.67
Connected Program Requirements	5, 32	.73	32	.74
	17, 44	.56	44	.73
	23, 50	.62	50	.23
	25, 52	.23	52	.28
Adequate Resources	6, 33	.62	33	.60
	10, 37	.68	37	.51
	13, 40	.70	40	.73
	19, 46	.68	46	.77

## Appendix K

### Item-Total Correlations

#### Wave 2

Subscale	Item	(Importance)	Item	(Presence)
Diverse and Engaged Participants	1, 28	.64	28	.65
	2, 29	.60	29	.54
	4, 31	.59	31	.61
	8, 35	.52	35	.68
	9, 36	.61	36	.59
	11, 38	.61	38	.72
	26, 53	.53	53	.70
Participatory Cultures	3, 30	.50	30	.67
	12, 39	.56	39	.74
	14, 41	.46	41	.79
	15, 42	.59	42	.78
	20, 47	.66	47	.68
	27, 54	.51	54	.79
Interactive Teaching and Learning	7, 34	.39	34	.60
	16, 43	.60	43	.68
	18, 45	.59	45	.78
	21, 48	.66	48	.77
	22, 49	.67	49	.71
	24, 51	.74	51	.79
Connected Program Requirements	5, 32	.78	32	.61
	17, 44	.63	44	.65
	23, 50	.64	50	.69
	25, 52	.54	52	.51
Adequate Resources	6, 33	.62	33	.77
	10, 37	.62	37	.52
	13, 40	.49	40	.78
	19, 46	.59	46	.66